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AUTHOR Finch, E.; And Others
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ABSTRACT

The Elementary Language Arts Assistance Program (ELAAP) in the Edmonton Public Schools (Ontario), was established to provide small group tutorial instruction to children who were essentially normal, but who had identified learning handicaps. General questionnaires were sent to principals, resource room teachers, and classroom teachers; resource room reading specialists provided observation reports; and the Bureau of Child Study team conducted interviews. Information about a sample of the children was obtained through questionnaires completed by resource room teachers, classroom teachers, and parents; standardized tests, administered when the children entered and left the program; and scores on the Piers-Harris Children's Self Concept Scale. Results are reported in ten areas: selection of students, program description, staffing, integration of the program into the schools, inservice teacher education, development of reading and language arts skills, attitude and behavior change, parents' ratings of change, number of children able to return to regular classrooms, and general impressions of ELAAP. The respondents generally felt positively about the resource room program. Principals, classroom teachers, and parents recommended continuation of the program. (Author/BW)

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EVALUATION OF
ELEMENTARY LANGUAGE ARTS ASSISTANCE PROGRAM
(E.L.A.A.P.)

1976-77

TM007 046

OCTOBER/77

I. CONCLUSIONS

1. Parents, teachers and principals appear to be in favor of the project and recommend its continuation.

2. Significant gains have been made by the children in the program particularly in basic reading and spelling skills. Generally, however, they are still below grade level.

3. Teachers have noted positive changes in the students' attitude toward school, self-concept and liking to read.

4. The greatest growth in Reading/Language Arts skills occurred in areas in which the teachers spent the most time. These were also the areas which the teachers reported as primary problems for these children.

5. Of the 2314 students enrolled in the 60 schools in the sample, between 660 and 900 will be ready to return to regular programs in the fall of 1977-78.

6. The inservices presented for classroom and resource room teachers were well received and considered helpful by both types of teachers.

7. Teachers reported that communication between classroom and resource room teachers was useful, even though resource room teachers felt that they had not had enough time.

8. The project appears to have increased many classroom teachers' awareness of remedial methods and materials.

9. Indications are that integration and acceptance of the program in the schools by teachers and principals is high and has been increasing over the past four years.

II. IMPLICATIONS FOR ACTION

1. In view of the generally positive results of the evaluation, the resource room program should be continued in 1977-78.

2. Since the greatest gain occurred in children in Grade 2, continued emphasis should be placed on early remediation of difficulties.

3. The inservice program should be continued since both it and the resource room project appear to be effective means of upgrading teacher skills.

III. INTRODUCTION

In June, 1973, the Edmonton Public School Board received a grant from the Educational Opportunities Fund to begin an Elementary Language Arts Assistance Program (E.L.A.A.P.). In order to determine the success of the fourth year of operation of the project the evaluation begun in 1973-74 was continued, using the same basic design.

IV. BACKGROUND OF THE EVALUATION

The Elementary Language Arts Assistance Program (E.L.A.A.P.) was established to provide assistance for children who are essentially normal, but who have identified learning handicaps. E.L.A.A.P. was set up to provide these children with small group tutorial instruction in an effort to overcome specific disabilities or deficits in Elementary Language Arts areas (primarily reading, also including oral and written language, spelling, listening and viewing). By providing students with assistance, in the early grades, serious disabilities with their accompanying social and emotional problems can often be forestalled; however, many classroom teachers, with regular classroom loads find it difficult to find time to provide this kind of help.

Specifically, the objectives of E.L.A.A.P. are:

a) To overcome specific deficits in the Language Arts skills before these become crippling disabilities complicated by emotional and social factors;
b) To prevent a child's loss of self-confidence and to enhance his feelings of "success";
c) To ensure that the skills learned in the resource room will be applied in the regular classroom so that there will be a continuous upgrading of performance skills in the Language Arts;
d) To approach more closely the goals of academic achievement set by parents, teachers, and the students themselves;
e) To enable resource room teachers and classroom teachers to learn and to use "diagnostic teaching" methods;
f) To acquaint more "system" teachers with materials which can be used for "remedial techniques" in a classroom setting as well as in a resource room.

V. EVALUATION DESIGN

As a result of the success of the Resource Room program in its initial three years of operation, the E.L.A.A.P. project was extended into all 114 Edmonton Public School Board elementary schools with supplementary funding This expansion, plus inflated costs, resulted in a change in the schools included in the E.O.F. portion of the program. In order to provide continuity in the evaluation, however, data was again collected from the 60 schools included in the E.L.A.A.P. program when it began in 1973-74. The evaluation of the fourth year of operation of the program followed the general design developed and implemented in the first three years, with some modifications to improve the effectiveness of certain measures and to adapt to minor changes in the program. As in the first three years, information on the operation of the program and its integration into the schools was gathered through:

a) Questionnaires sent to the resource room teacher at each of the sample of 60 schools. (N=60)
b) Questionnaires sent to a random sample of classroom teachers who had students in the Resource Room program. (N=300)
c) General observation and reports by the resource room reading specialists and evaluator.
d) Bureau of Child Study team sector interviews.

In addition, questionnaires were sent to principals at each of the 60 sample schools. (N=60)

In order to determine the progress of the children in the program, a random sample of 300 children was chosen from the sample of 60 schools. Information on these children was gathered through:

a) Questionnaires completed by the resource room teachers;
b) Questionnaires completed by the children's regular classroom teachers;
c) Standardized testing done when the children entered and left the program;
d) Questionnaires sent to parents of the children;
e) Piers-Harris Self Concept Test administered to a random sample (N=125) of children from the 60 schools.

VI. RESULTS OF THE EVALUATION

A. Selection of Students

The E.L.A.A.P. program was set up for children in Grades 1 through 4 who are of average or above average ability and show a significant discrepancy between actual and potential achievement in Language Arts.

During 1976-77, there were 2314 students involved in the project in the sample of 60 schools, approximately two-thirds of whom were boys and only one-third girls. Thirty-one percent of the students were in Grade 2, with 25% in Grade 3, 17% in Grade 4 and 26% in Grade 1. In all 114 schools in the Edmonton Public School System a total of 3721 children were involved in the project, of these 2289 were boys and 1432 were girls. A total of 890 were in Grade 1, 1270 in Grade 2, 927 in Grade 3, 689in Grade 4, and 141 in Grades 5 or 6.

Information on the random sample of 300 children indicated that the students generally were of average intelligence, but that there was a wide range of abilities included. The majority of children had parents who were semi-skilled, skilled or supervisory workers.

B. Program Description

The schedules of the resource room classes varied to meet the needs of the schools and students involved, however the most common classes consisted of four to five students who came for one half hour a day, four to five days per week. The average length of attendance in the program during 1976-77 was 24 weeks.

The primary problems teachers reported dealing with were basic reading skills, and the most time was devoted to these areas. Generally, teachers reported using an eclectic approach, often incorporating a phonics stress, utilizing a variety of teaching methods.

C. Staffing

In 1976-77 the expanded Resource Room program employed 62.5 F.T.E. Resource Room teachers (29.5 F.T.E. E.O.F. and 33.0 F.T.E. non-E.O.F.). The 62.5 F.T.E were assigned as 13 full time and 49.5 half time Resource Room teachers. In addition four Reading Specialists were employed as a consultant team, one

serving as coordinator of the program. There was also one person involved in ongoing evaluation of the project. Language Arts staff of the Curriculum Services Department and Bureau of Child Study Field Teams were involved in providing services to the schools. In addition, a large number of adult and student volunteers helped resource room teachers at various schools.

D. Integration of the Program Into The Schools

As in the first three years of operation of the program, most teachers reported that communication between reesource room and classroom teachers was generally or extremely useful. In 1976-77, however, as in 1975-76, more resource room teachers felt that the time available for communication was inadequate. Again, this change coincided with a decreased use of substitutes for formal meetings with a corresponding emphasis on increased use of substitutes for other purposes. The most common means of communication between teachers was informal meetings and these were also found to be the most useful methods of integrating programs.

One of the objectives of the Resource Room program was to acquaint classroom teachers with diagnostic teaching and testing techniques. The majority of classroom and resource room teachers reported that the Resource Room program had an influence on classroom teaching, primarily in increasing awareness and use of different types of materials. Resource room teachers also reported having helped classroom teachers with diagnostic testing, setting up programs and ordering materials.

E. Inservices

The resource room specialist team presented a number of inservices for resource room teachers alone and for resource room and classroom teachers at each grade level. Curriculum Language Arts consultants assisted in some of the inservices. Substitutes were provided by the project to cover classrooms while the teachers were away. These inservices were very well received and both resource room and classroom teachers reported that they were helpful, contributing to the classroom teachers' understanding of the resource room and encouraging coordination of the two programs.

F. Development of Reading/Language Arts Skills

For children in each grade, there were significant positive changes in each of the tested areas (word attack skills, spelling, phonics and sight word recognition). In spite of these gains, however, children were still below their expected grade level at the end of the year. These positive changes represent a yearly growth rate, for children in the resource room in 1976-77, of between 1.4 and 1.7 in reading and 1.4 to 1.5 in spelling.

In 1976-77 the most gains were made by children in Grade 2, followed by those in Grades 1 and 3. Children in Grade 4 made the lowest gains. Students in Grade 2 have consistently shown the most gains over the four years of operation of the program. Resource Room teachers subjective estimates of children's oral language, written language and comprehension skills indicated significant improvement in these areas.

G. Attitude and Behavior Change

Both resource room and classroom teachers saw the greatest student attitude and behavior changes in the areas of: confidence in ability to succeed in classroom work and activities; feeling successful at school; general self-concept and liking to read. Less change was seen in the areas of peer relations and classroom behavior. Resource Room teachers saw the most consistent changes occurring in Grade 2 with changes in Grade 4 being least significant. Classroom teachers ratings of changes in student's attitude and behavior were consistent across grade levels.

H. Parents' Ratings of Change

Generally, parents noted moderate positive change in their children, with more change in the Reading/Language Arts skills than in the attitude and behavior areas. Forty-four percent of the parents saw these changes as being at least in part a result of the resource room program and/or teacher.

I. Children Leaving the Program

Of the 2314 children in the project in the sample of 60 schools, 17% were returned to regular classroom programs during the year. This is an increase of 3% over 1973-74 and 1974-75 and of 2% over 1975-76. Extrapolating from the teachers' recommendation for the sample children, it can be predicted that 40-48% of the children will not need to return to the Resource Room program next year.

J. General Impressions of E.L.A.A.P.

In general, respondents seemed to feel very positively toward the Resource Room program. The majority of principals agreed with its policy of early remedial help and most recommended expansion. Classroom teachers also recommended continuation of the program. Parents appeared to appreciate this form of special help and the majority wanted their children to remain in the program if the teacher felt that this would be best.

APPENDIX A

DETAILED RESULTS OF THE EVALUATION

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As a result of the successes of the program in its initial three years of operation, the Elementary Language Arts Assistance Project was extended into all 114 Edmonton Public School Board elementary schools in 1976-77 with supplementary funding. This expansion, plus inflated costs, resulted in a change in the schools included in the EOF portion of the program. In order to provide continuity in the evaluation, however, data was again collected from the 60 schools included in the ELAAP program when it began in 1973-74.

In order to determine the progress of students in the program, a random sample of 300 children was chosen, 5 from each of the 60 schools in the sample. Information on these children was gathered through

a) Questionnaires completed by the Resource Room teachers,
b) Questionnaires completed by the students' regular classroom teachers,
c) Diagnostic tests administered when the children entered and left the program,
d) Questionnaires sent to parents,
e) Bureau of Child Study sector team interviews,
f) Piers-Harris Self-Concept Test (sample of 125 children).

General information on the operation of the program and its integration into the schools was based on:

a) Questionnaires sent to Resource Room teachers in the 60 schools;
b) Questionnaires completed by a sample of classroom teachers and students in the program in the 60 school;
c) Questionnaires completed by principals of the 60 schools;
d) General observation and reports by the Resource Room project reading specialists and evaluator.

The number and percentage responding to the evaluation questionnaires are given below in Table 1. The tables in the following sections are based on the replies of these respondents. Unless otherwise noted, all percentages are based on the number of responses to individual questions, and this number is given at the bottom of the tables. Note that many of the questions were open-ended, with the possibility of more than one answer from a respondent; therefore, these percentages will not total 100%. The tables based on information from the sample group rather than the whole group are labelled 'Sample Children'.

TABLE 1

RESPONSE TO EVALUATION QUESTIONNAIRES AND INTERVIEWS

Respondents	Instrument	Number In Sample	Number Responding	Percentage Responding
Resource Room Teachers	General Questionnaire	60	60	100%
Resource Room Teachers	Questionnaires on Sample Children	300	300	100%
Classroom Teachers	General Questionnaire	300	265	88%
Classroom Teachers	Questionnaires on Sample Children	300	265	88%
Parents	Questionnaires	300	185	62%
Principals	Questionnaires	60	40	72%

I. CHARACTERISTICS OF STUDENTS ENROLLED IN THE RESOURCE ROOM PROGRAM

A. Number Enrolled

During 1976-77, there were 2314 students enrolled in the Resource Room program in the sample of 60 schools. Approximately one-third of these students were in grade two, almost one-quarter in each of grades one and three, and slightly less than one-fifth in grade four. As in the first three years of the program, approximately two-thirds of the students were boys and only one-third girls.

These enrollment figures are virtually identical to those from previous years, although there has been some increase in the number of students (206 more than 1975-76, 307 more than 1974-75, and 411 more than 1973-74). It is interesting to note that the percentage of boys to girls in the program has been remarkably consistent, with no more than one percent difference over four years.

TABLE 2

RESOURCE ROOM ENROLLMENT 1976-77
(60 Sample Schools)

	Grade						Percentage of
	1	2	3	4	5-6	Total	Grand Total
Boys	322 (22.13%)	488 33.53%)	347 (23.84%)	267 (18.35%)	31 (2.13%)	1455 (100%)	62.88%
Girls	205 (23.86%)	275 (32.10%)	216 (25.14%)	151 (17.57%)	12 (1.39%)	859 (100%)	37.12%
Total	527 (22.77%)	763 (32.97%)	563 (24.33%)	418 (18.06%)	43 (1.85%)	2314 (100%)	100%

B. I.Q. Test Scores

I.Q. test scores were available for 142 (47.33%) of the sample children. The mean I.Q. scores for these children were in the average range (see Table 3). The scores in the table may reflect a low estimate of I.Q. for the total group, since it is generally students with greater difficulties who are recommended for individual testing.

TABLE 3

I.Q. TEST RESULTS
(Sample Children)

Test Given	Sub-Category	Mean I.Q. Score	Range of Scores	Number Tested	Percentage Tested
WISC	Verbal Nonverbal Full Scale	97.06 99.17 98.21	68-125 78-122 82-124	47	15.66%
Lorge-Thorndike	Verbal Nonverbal	104.0 105.33	98-11 103-109	3	1.0%
WPPSI	Verbal Nonverbal Full Scale	99.67 91.67 96.67	94-110 81-110 88-111	3	1.0%
Peabody	Full Scale	110.08	76-129	12	4.0%
Satnford-Binet	Full Scale	97.38	79-123	8	2.66%
Otis-Lennon	Full Scale	113.0	-	1	.33%
CCAT	Verbal Nonverbal	91.98 95.82	69-114 74-156	68	22.66%
No I.Q. Score Available	-	-	-	158	52.66%
				N=300	100%

C. Home Background

The socio-economic status of the sample children was determined using the Pineo-Porter scale of "Occupational Prestige", based on father's occupation. This information was available for 256 (85%) of the sample students and indicated that, while children in the program came from all social classes, only 24% had fathers who were professional or semi-professional. (See Table 4.) In 1973-74, 26% of the sample students had professional or semi-professional parents, in 1974-75, there were 31%, and in 1975-76 this figure was 22%. In 1976-77, 25 children (8%) were noted as having first languages other than English.

TABLE 4

SOCIO-ECONOMIC STATUS OF PARENTS
(Sample Children)

Decile*	Category	Number	Percentage
8	Professional I (e.g., University Professor, Physician)	1	0.39%
7	Professional II/Administrative (e.g., Psychologist, Bank Manager)	17	6.64%
6	Semi-Professional I (e.g., Journalist, Surveyor)	13	5.07%
5	Semi-Professional II/Supervisory (e.g., Social Workers, Foreman)	31	12.10%
4	Clerical/Skilled Labourer (e.g., Bookkeeper, Plumber)	88	34.37%
3	Semi-Skilled (e.g., Clerk, Bricklayer, Carpenter)	69	26.95%
2	Unskilled II (e.g., Janitor, Waitress)	4	1.56%
-	Housewife (Single Parent Family)	16	6.25%
-	Student	4	1.56%
		N=256	100%

* Decile taken from P.G. Pineo and J. Porter. "Occupational Prestige in Canada". The Canadian Review of Sociology and Anthropology, Vol. 4, No. 1, 1967, pp. 21-40.

D. Metropolitan Readiness Test Scores

The Metropolitan Readiness Test is given to all Edmonton Public School Board children early in the first grade in order to assess the children's readiness for school activities. Using the EPSB norms, percentile scores for the sample of 300 children ranged from the first to the 93rd percentile with the median at the 28th percentile. On the basis of these scores, some of the children in

the Resource Room program would have been predicted to need help; however many would also have been expected to do well in school.

II. PROGRAM DESCRIPTION

A. Scheduling

As indicated in Table 5, the average resource room schedule consisted of a group of five children, coming for one half hour a day, four or five days per week. The average number of weeks for which a child was in the program was 24, indicating that most of the children attended resource room classes for almost a full year. (Note that the sample was restricted to children who had been in the program for at least three weeks. Also, a full term was considered to be 26 weeks between testing periods.) These figures are virtually identical to those found in the previous three years.

TABLE 5

RESOURCE ROOM SCHEDULES
(Sample Children)

	Mean	Range
Class Size	4.91	1-10
Number of Days/Week	4.63	2-5
Number of Minutes/Day	29.85	15-70
Number of Weeks	23.67	4-35*

* maximum number of weeks is 35
N = 300

B. Methods and Materials

The problems teachers reported having to deal with varied from grade to grade, but overall, the major stress was on sight words, phonics and spelling. Secondary emphasis was given to comprehension, syllabication, knowledge of word meanings, listening, following directions and ability to express ideas in writing. (See Table 6.) These results are fairly similar to those obtained in previous years although fewer teachers reported comprehension as a primary problem.

TABLE 6

PRIMARY PROBLEMS IDENTIFIED IN CHILDREN ADMITTED TO THE RESOURCE ROOM
(Sample Children)

Category	Number	Percentage
Sight Words	242	80.7%
Phonics Skills	241	80.3%
Spelling	230	76.7%
Comprehension	162	54.0%
Syllabication	128	42.7%
Ability to Express Ideas in Writing	121	40.3%
Knowledge of Word Meaning (Oral Language)	118	39.3%
Following Directions (Oral)	116	38.7%
Listening	104	34.7%
Self-Concept	75	25.0%
Printing/Writing Legibility	37	12.3%
Behavior	42	14.0%
English as a Second Language	16	5.3%
Other	11	3.7%
Speech	-	-

N=300

In order to describe the type of instruction used in the resource room, teachers were asked a number of questions concerning various aspects of their programs. The first question asked the type of teaching methodology used. The results, presented in Table 7, indicate that 28% of the resource room teachers used an eclectic approach while 35% used some other approach. A phonics emphasis was reported by most of the other teachers. These results are consistent with those of the three previous years.

TABLE 7

TEACHING METHODOLOGIES USED BY RESOURCE ROOM TEACHERS

Category	Number	Percentage
Eclectic	17	28.3
Structured Phonics	8	13.3
Language Experience and Phonics	9	15.0
Other	21	35.0
No Response	5	8.3

N=60

The amount of time spent on the various language arts skills was also reported by the Resource Room teachers (see Table 8), with 61.7% indicating that they spent the most time dealing with word analysis (which would include phonics skills, syllabication, etc.) This was rated as one of the three most emphasized skills by 80% of the teachers. The other areas where teachers reported spending a great deal of time included sight vocabulary, spelling, and comprehension. Note that these areas are also the ones that teachers indicate as being primary problems in Table 6. These results are similar to those obtained in previous years. However, teachers appear to be spending more time on the areas of primary need than in previous years with correspondingly less time spent on areas such as creative writing, listening skills, oral language, and reading for enjoyment.

TABLE 8

TIME EMPHASIS IN TEACHING LANGUAGE ARTS SKILLS

	Ranked 1st	Ranked 2nd	Ranked 3rd	Total Times Mentioned
Word Analysis (Including Structural Analysis, Syllabication)	37 61.7%	9 15.0%	5 8.3%	51 85.0%
Sight Vocabulary	11 18.3%	16 26.7%	11 18.3%	38 63.3%
Comprehension	3 5.0%	13 21.7%	8 13.3%	24 40.0%
Spelling	3 5.0%	13 21.7%	17 28.3%	33 55.0%
Reading for Enjoyment	0 0.0%	2 3.3%	9 15.0%	11 18.3%
Listening Skills	0 0.0%	1 1.7%	0 0.0%	1 1.7%
Oral Language	2 3.3%	1 1.7%	3 5.0%	6 10.0%
Creative Writing	1 1.7%	1 1.7%	5 8.3%	7 11.7%

N=60

Teachers were also asked if they followed any particular sequence of instruction. Twenty-eight teachers (46.7%) said that their sequence of instruction varied. Only 32 (53.3%) described a particular sequence. The responses differend greatly; however, of these, one major sequence was mentioned more often than the rest: Oral Work - Writing - Reading (see Table 9.)

TABLE 9

SEQUENCE OF INSTRUCTION USED BY RESOURCE ROOM TEACHERS

Category	Number	Percentage
Oral Work, Writing, Reading	18	54.5
Oral Work, Reading, Writing	5	15.2
Sight Words, Phonics, Writing, Reading with Additions	1	3.0
Other	9	27.3

N=33 (mentioned using specific sequence of instruction)

The last question concerning resource room teaching methods asked the teacher what percentage of her time she spent teaching different numbers of students. On the average, teachers reported spending 65% of their time teaching small groups and 20% of their time helping individual children involved in activities within a group. Teachers also reported spending an average of 21% of their time in one-to-one instruction; however, there was evidence from some of their comments that this figure may have included work with one child while others were involved in self-directed activities, as well as situations where there was only one child in the room. These results are highly similar to those obtained in 1975-76.

TABLE 10

ALLOTMENT OF RESOURCE ROOM TIME BY MODE OF INSTRUCTION

Category	Range	Mean Percentage of Time
Teaching Small Groups	10-100%	65.1%
Helping Children Involved in Individual Activities	0-75%	19.9%
Individual Instruction (One-to-One)	0-60%	20.6%

N=60

Teachers were asked which published books and materials they would most highly recommend to other resource room teachers. The books and games recommended by two or more teachers are listed below in Table 11. The most frequently listed materials were the Barnell Loft Specific Skills Series, the Primary Phonics workbooks, the Stott Programmed Reading Kits, Language Patterns, and the New Practice Readers.

TABLE 11

BOOKS, PROGRAMS AND GAMES FOUND MOST
USEFUL BY RESOURCE ROOM TEACHERS

Name	Number of Times Mentioned	Use [Skill(s) Involved]
Barnell-Loft SSS	11	comprehension - all areas of Language Arts
SRA Readers and Workbooks	20	phonics, oral reading, word families, beginning readers
Primary Phonics	20	phonics, vocabulary, comprehension
New Practice Readers	13	sight vocabulary, comprehension, application of skills, vocabulary
Language Patterns	17	application of phonics, comprehension, vocabulary, structure
Stott Kit - Programmed Reading	21	all, phonics, sight habits
Ginn Word Enrichment	8	phonics, dictionary, syllabication, isolates, concepts
Conquests in Reading (Kottseyer)	14	phonics application, seg. of skills, comprehension
SRA Individual Programs (Risky Riders, etc.)	2	comprehension, word attack, phonics
I Can Read Library	2	motivating reading, comprehension, enjoyment
Helson - First Course Phonics Reading	8	reading, comprehension, vocabulary, spelling
SRA Schoolhouse	4	phonics language development
BRS Kit (Satellites)	3	phonics, comprehension, word patterns
Stern Workbooks - Structured Reading	3	phonics, reinforcing, all areas, comprehension
Pirate Books	2	enjoyment, sequence
Palo-Alto Readers	5	application of skills, slow learners, phonics, comprehension
Hegge-Kirk Word Lists	3	phonics, spelling
SRA Kit (Reading Labs A & B)	1	phonics and comprehension skills
Word Family Spellers	1	spelling
New Phonics We Use	7	phonics
Check and Double Check	1	phonics, structure, dictionary
Monster Books	10	enjoyment
Games, Etc.		
Blendograms	5	reinforcing phonetic skills, practices
Dr. Spello	2	spelling

In giving a general description of those aspects of their programs which they felt were positive influences on its success, resource room teachers stressed the use of games for motivation, reinforcement and application of skills and the number and variety of available materials. They also stressed the small size of groups and the opportunity to give children individual attention. Staff and parental support and cooperation were other positive aspects.

When asked about the major negative influences on the program, resource room teachers (like other elementary teachers) noted the lack of time for communication, consultation, preparation and teaching.

C. Project Personnel

1. Staffing

The expanded Resource Room program employed 62.5 F.T.E. Resource Room teachers (29.5 F.T.E. E.O.F. and 33.0 F.T.E. non-E.O.F.). The 62.5 F.T.E. were assigned as 13 full-time and 49.5 half-time resource room teachers (12 full-time and 35 half-time E.O.F. and 2 full-time and 62 half-time non-E.O.F.).

The project employed a team of four reading specialists. One of the reading specialists served as project coordinator. Staff from the Department of Research and Evaluation were involved in ongoing monitoring and evaluation of various aspects of the program. Language Arts consultants and curriculum reading specialists from the Language Arts Curriculum Department were involved in presentation of inservices.

2. Volunteer Aides

In addition to staff employed by the program, a number of volunteers were involved (see Table 12). These included 17 adults and 23 students who assisted both, in preparation of materials and in working with the children. These figures represent a decline in numbers of volunteers as compared to 1975-76. The number of adult volunteers in 1976-77 was half the number in 1975-76 and there were one-third fewer student volunteers.

TABLE 12

NUMBER AND ACTIVITIES OF VOLUNTEER AIDES

	Adult Volunteers	Student Volunteers
Number of Volunteers	17	23
1. Number per School (For Schools having one or more aides)	Mean = .8 Range = 1-6	Mean = 1.1 Range = 1-13
2. Activities: No. of Schools Reporting Help With:		
a) preparation of materials	11 (18.3%)	17 (28.3%)
b) working with children	12 (20.0%)	11 (18.3%)
c) other	2 (3.3%)	1 (1.7%)
3. Number of Schools	7	6

Percentages based on number of schools reporting help from each kind of volunteer.

Table 13 shows the number of resource room teachers who would like volunteer help next year. Almost all of the teachers who had such help in 1976-77 would like it again in 1977-78. Those teachers not reporting help the past year are generally less agreed on whether they wish it for the future. Although a majority express a desire for help, 39% are undecided.

TABLE 13

EFFECTS OF HAVING VOLUNTEER AIDE IN 1976-77 ON WISH FOR VOLUNTEER AIDE IN 1977-78

	Wish for Volunteer Aide (1977-78)			
	Yes	No	Don't Know	Total
Had Volunteer Aide (1976-77)	25 (92.6%)	0 (0.0%)	2 (7.4%)	27 (100%)
No Volunteer Aide (1976-77)	14 (50.0%)	3 (10.7%)	11 (39.3%)	28 (100%)

III. INTEGRATION OF THE PROGRAM INTO THE SCHOOLS

A. Amount and Adequacy of Communication Among Teachers

The majority of both classroom and resource room teachers reported that they had adequate or very adequate time to communicate about the program; however, classroom teachers generally reported time as being more adequate than did resource room teachers (see Table 14).

These responses are very similar to those given in 1975-76 with the exception that more classroom teachers reported having very adequate time for communication in 1976-77 (39% in 1976-77 versus 35% in 1975-76 and 30% in 1974-75). On the whole, classroom teachers throughout the years of the project have felt that time was more adequate than did resource room teachers.

TABLE 14

ADEQUACY OF TIME AVAILABLE FOR COMMUNICATION ABOUT THE RESOURCE ROOM PROGRAM

Time	Reported By	
	Classroom Teachers	Resource Room Teachers
Very Adequate	102 (38.6%)	5 (8.3%)
Adequate	130 (49.2%)	50 (83.3%)
Inadequate	32 (12.1%)	5 (8.3%)
	N=264	N=60

As shown in Table 15, 15% of the resource room teachers did not use substitutes for meetings within the school (in 1975-76 one-half of the teachers did not). All four years of the project, most of these who did use substitutes felt that they facilitated communication.

TABLE 15

REACTIONS TO THE SUBSTITUTE SERVICE BY CLASSROOM AND RESOURCE ROOM TEACHERS

Ratings of Usefulness	Reported By	
	Classroom Teachers	Resource Room Teachers
Facilitated Communication	171 (65.5%)	50 (83.3%)
Did Not Facilitate Communication	7 (2.7%)	1 (1.7%)
Did Not Use Substitute Time	82 (31.4%)	9 (15.0%)
	N=260	N=60

In spite of decreased use of substitutes for formal meetings, 94% of classroom teachers and 88% of resource room teachers indicated that intercommunication was generally or extremely useful. Only four classroom teachers and no resource room teachers felt that it was not very or not at all useful. (See Table 16.) These figures are very similar to the reactions from previous years, the greatest difference being a tendency for classroom teachers to feel that communication was more useful than did resource room teachers.

TABLE 16

USEFULNESS OF COMMUNICATION

Ratings of Usefulness	Reported by	
	Classroom Teachers	Resource Room Teachers
Very Useful	89 (34.0%)	23 (38.2%)
Generally Useful	157 (59.9%)	36 (60.0%)
Mixed Feelings About Usefulness	12 (4.6%)	1 (1.7%)
Not Very Useful	4	0
Not At All Useful	0	0
	N=262	N=60

B. Substitute Service

Table 15 indicates that 96% of the classroom teachers who used substitutes felt that they facilitated communication. Table 17 shows that the major advantage of the use of substitutes was that it gave time to discuss the students and the program. A number of teachers also reported that it gave time to look at materials, to work on the integration of program, to communicate with parents, and to observe students in the resource room.

TABLE 17

WAYS IN WHICH SUBSTITUTE TIME FACILITATED COMMUNICATION AS REPORTED BY CLASSROOM TEACHERS

Category	Reported By Classroom Teachers
Gave Time to Discuss Students/Program	125 (47.2%)
Gave Time to Work on Integration of Programs	24 (9.1%)
Gave Time to Look at Materials	16 (6.0%)
Gave Time to Communicate with Parents	8 (3.0%)
Other Use	8 (3.0%)
Gave Time to Observe Students in Resource Room	8 (3.0%)
Don't Use Substitutes, Talk on Own Time, or Used Too Few to Say	4 (1.5%)

N=265

C. Coordination with Classroom Teachers

Almost all of the resource room teachers (97%) reported using informal meetings to communicate with classroom teachers, and the majority of teachers also employed formal methods of communication, using substitutes. Other frequently used methods included written notes, and formal meetings without the use of substitutes. About one third of the teachers found that a combination of these methods seemed to provide the best means of communication, while the remaining teachers were almost equally divided in their choice of informal meetings and formal meetings with substitutes as the most effective techniques (see Table 18). The greatest change from the 1975-76 evaluation is the teachers' decreased satisfaction with informal means of communication and their increased tendency to use a combination of other means to provide more effective dialogue.

TABLE 18

TYPES OF COMMUNICATION USED AND FOUND MOST USEFUL BY RESOURCE ROOM TEACHERS

Types of Communication	Types Used	Most Useful
Informal	58 (96.7%)	17 (28.3%)
Formal, With Substitutes	47 (78.3%)	19 (31.7%)
Written Reports and Notes	28 (46.7%)	2 (3.3%)
Formal, Without Substitutes	14 (23.3%)	0 (0.0%)
Other	2 (3.3%)	22 (36.7%)

N=60

There was a wide variation both in the extent to which resource room and classroom programs were coordinated and in the means which teachers used to do this. The most frequently reported types of coordination were concentration on more basic skills, concentration on similar skills, and reinforcement of classroom work in the resource room setting (see Table 19). These findings are highly similar to those reported in 1975-76.

TABLE 19

TYPES OF COORDINATION WITH CLASSROOM TEACHERS
USED BY RESOURCE ROOM TEACHERS

Types of Coordination	Number of Teachers Using Type
Concentration on More Basic Skills in the Resource Room	42 (70.0%)
Concentration on Similar Skills	33 (55.0%)
Reinforcement of Classroom Work	32 (53.3%)
Little or no Coordination of Programs	1 (1.7%)
Other	4 (6.7%)

N=60

All principals felt that resource room and classroom teachers coordinated their programs to some extent and 65% felt that they were well or extremely well coordinated. A great deal of cooperation between resource room and classroom teachers was evident to the majority of the principals.

D. Influence of the Resource Room Program on the Schools Involved

One of the objectives of the resource room program was to acquaint classroom teachers with diagnostic teaching and testing techniques. Table 20 indicates that 78% of classroom teachers and 82% of resource room teachers felt that the resource room influenced classroom teaching. In 1975-76, 81% of classroom teachers and resource room teachers felt this way.

TABLE 20

AMOUNT OF INFLUENCE OF RESOURCE ROOM PROGRAM
ON CLASSROOM TEACHING

	Reported By	
Amount of Influence	Classroom Teachers	Resource Room Teachers
Great Deal of Influence	31 (11.8%)	5 (8.3%)
Some Influence	174 (66.2%)	44 (73.3%)
No Influence	41 (15.6%)	4 (6.7%)
Don't Know	17 (6.5%)	7 (11.7%)
	N=263	N=60

The types of influence mentioned most frequently be classroom teachers were increased awareness and use of different types of materials. Resource room teachers also stressed a trend toward adapting instruction to the level and type of student and the purchase of similar materials for the classroom. (See Table 21.) These figures are basically similar to those from 1975-76.

Most principals replying felt that the methods and materials used in resource rooms influenced the other teachers in the school and 33% felt that they had had a great deal of influence.

In 1976-77, 93% of the resource room teachers reported lending materials to classroom teachers on an occasional or frequent basis and only 7% did not loan materials or did so rarely. This interchange would likely lead to more awareness, use and purchase of similar materials as noted in Table 21.

TABLE 21

TYPES OF INFLUENCE MENTIONED BY RESOURCE ROOM AND CLASSROOM TEACHERS

Types of Influence	Mentioned By	
	Classroom Teachers	Resource Room Teachers
More Awareness of Other Kinds of Material	150 (56.6%)	35 (58.3%)
Use of Different or More Varied Materials	107 (40.4%)	30 (50.0%)
Purchase of Similar Materials for Classroom	40 (15.1%)	30 (50.0%)
Use of Similar Teaching Methods	93 (35.1%)	18 (30.0%)
More Individualization	53 (20.0%)	16 (26.7%)
Adapting Level/Type of Instruction[1]	-	39 (65.0%)
Other	3 (1.1%)	6 (10.0%)
	N=265	N=60

[1]This option was not included in the classroom teacher questionnaire.

Resource room teachers were asked to check the kinds of activities they were engaged in that were, in a sense, extensions of their basic role. Eighty-three percent reported helping with parent interviews (which might be seen as a part rather than an extension of their role), 82% did some diagnostic testing to help other teachers in the school. Many also gave advice regarding materials to be ordered, helped to set up programs, provided general ideas concerning Language Arts instruction, and acted as liaison with the Bureau of Child Study field teams. (See Table 22.) Again, these responses are virtually identical to those made by teachers in 1975-76.

TABLE 22

ACTIVITIES OF RESOURCE ROOM TEACHERS UNDERTAKEN
AS AN EXTENSION OF THEIR TEACHING ROLE

Category	Number	Percentage
Helping with parent interviews; parent liaison	50	83.3
Diagnostic testing for other teachers in school	49	81.7
Advising re: materials, ordering	36	60.0
Helping set up programs	23	38.3
Providing general ideas on teaching Language Arts	34	56.7
Acting as liaison with Bureau of Child Study field teams	28	46.7
Administering miscellaneous tests	17	28.3
Filling in for missing teachers	15	25.0
Organizing and running reading clubs	9	15.0
Other	10	16.7

N=60

E. Inservices and Intervisitations

1. Inservices for Resource Room Teachers

In addition to the individual assistance given by the resource room specialist team, resource room teachers attended two and one half days of inservice during 1976-77. These sessions included inservice on the use and interpretation of a diagnostic test (The McCracken Standard Reading Inventory) in the area of reading comprehension, an inservice by Dr. Jan Stott of the University of Alberta on children's literature, and an inservice by Drs. Marlene and Robert McCracken on the Language Experience Approach to the teaching of language arts.

Resource room teachers new to the project in 1976-77 attended an additional two days of inservice focusing on diagnosis and programming (presented by the project team).

2. Inservice with Resource Room and Classroom Teachers

Substitutes were used to release Grade 4 classroom teachers and Resource Room teachers to attend a one half day inservice on "Problems in Written Language", also presented by the project team. All teachers present at the inservice reported that it aided in their understanding of the area of problem writers.

3. Grade 1 Selection

In the spring some specialist time was spent helping schools choose appropriate grade 1 students for the program in 1977-78. During these sessions diagnostic tests were administered by the resource room and classroom teachers and by the specialist(s) involved, after which all available information was used to compare the children nominated. The teachers, aided by the specialist team then made a tentative choice of the best candidates for help in 1977-78. These sessions clarified for teachers the selection criteria for the resource room and the type of diagnosis that could be done on a classroom level.

4. Intervisitations

During 1976-77 15 (25%) of the resource room teachers visited other resource rooms. In describing the usefulness of these intervisitations, these teachers most commonly referred to a general exchange of ideas concerning methods and materials to use in the resource room. As well, experienced resource room teachers were paired with new teachers in the E.O.F. and expanded project in a "buddy system" to facilitate starting and organizing the new resource rooms.

F. Sector Team Interviews

Effects on Special Education (as perceived by Bureau of Child Study Field Teams)

In an effort to obtain an assessment of the effects of the ELAAP program on special education in the Edmonton Public School System over the past three years, a series of interviews were conducted with the Bureau of Child Study Field Teams. These interviews involved a formal discussion of some primary areas of concern with each of the Bureau Teams. These areas of concern included:

1. Has the Resource Room Program affected referrals to the Bureau of Child Study over the past three years and if so how? (e.g., quantity, quality, kinds of problems)

2. Does the Resource Room program serve a screening function for the Bureau? (e.g., in terms of more thorough referrals? initial help and diagnosis?)

3. Coordination of services by Resource Room team reading specialists and Bureau Field Teams.
   - What kinds of coordination and cooperation exist?
   - Are there any areas of conflict, problems?

4. Views on the transfer of Resource Rooms from the Bureau of Child Study to Language Arts?

The most frequently mentioned effect of the Resource Room program on referrals to special education concerned the quality of referrals. A general consensus that the Resource Room program has not decreased the quantity of referrals but has changed, i.e., improved the quality of referrals was evident from these interviews.

The Bureau teams felt that they were now dealing with fewer children with single, isolated problems as these children are now receiving help through the Resource Room and instead are dealing with more children with multiple problems or more complex children i.e., children whose reading and learning difficulties are compounded by numerous other problems. The availability of diagnostic tests and the nature of the Resource Room teacher's job appear to have resulted in more complete and better documented referrals than were obtained in previous years.

Resource Rooms appear to have deferred referrals in a number of cases, in that children are receiving initial help in Resource Rooms before further, intensive assessment is done. If the Resource Room does not appear to be providing sufficient help for a particular child, then the child is referred to the Bureau Teams. This aspect of the Resource Room program was perceived as having both positive and negative effects. Positive in that the child is maintained in his own school and a regular classroom program longer as a result of the Resource Room and negative in that delayed referrals will result in delaying the placement of a child in a special education program which may be better suited to his needs.

Bureau Teams were in agreement that the Resource Room program does serve as a screening process for special education. They felt that the diagnostic tests used in the Resource Room offered concrete data on which to assess the extent of problems and provided an estimate of the child's level of ability. The Resource Room teacher was perceived as a source of good quality, reliable referrals in that the greater time available for individual attention in the Resource Room, as compared to the regular classroom, provided the Resource Room teacher with a better opportunity to identify children who need additional help.

With regard to the question of coordination of services between Bureau teams and the Resource Room reading specialists, opinions ranged from the comment that the two groups work quite independently with some consultation concerning a few individual cases to the comment that there was a great deal of coordination of services in most cases involving children who were or had been in the Resource Room.

Additional comments were offered by the Bureau teams with regard to the problems with and/or recommendations for improving the Resource Room program. A number of Bureau Teams recommended that the Resource Room program be extended to grades 5 and 6 and a few teams suggested that it be extended up to and including the high school level. The need for a similar program in the area of mathematics was mentioned by a number of teams. Some concern regarding what was felt to be inappropriate emphasis on basic reading and decoding skills for younger children, i.e., early grade one, was expressed by a few Bureau Team members. They recommended that a greater emphasis be placed on oral language development for these younger children.

Bureau teams were generally in agreement with the transfer of the Resource Room project from the Bureau of Child Study to Language Arts. They felt that the Resource Room program was more an instructional program than a form of special education and therefore belong under Language Arts. One frequently mentioned, detrimental effect of this transfer was felt to be a decrease in contact with the Resource Room reading specialists and a corresponding decrease in time and opportunity to coordinate Bureau team and Resource Room team efforts.

IV. RESULTS OF THE PROGRAM EVALUATION

All of the resource room students were given a battery of diagnostic tests when entering and leaving the resource room program. This battery included the Schonell Reading Test, the Schonell Spelling Test, and the Botel Sight Word Reading Test. Resource room teachers also completed pre and post subjective ratings indicating the students' ability in vocabulary, written language and comprehension and their standing on various attitude and behavior items. At the end of the year, classroom teachers rated the sample children on a number of Language Arts items and on the same attitude and behavior items used by the resource room teacher. Parents also gave their impressions of their children's progress. The results of these tests and ratings are given below. Note that in many cases, the change during the year is given as "significant".

A. Language Arts Skills Improvement

1. Diagnostic Test Scores

Positive and significant changes occurred for children in all grades on the Schonell Reading Test and the Schonell Spelling Test. The greatest pre to post test change occurred in Grade 2 with slightly less change in the other grades (see Table 23).

The mean posttest scores more nearly approach those expected at the different grades than do the pretest scores, however they are still 4 to 12 months below grade level, and the most discrepancy for the older students. In the Schonell Reading and Spelling Tests, more than a year's gain in grade 3 and 4. Given that these changes occurred in an average of 24 weeks in the resource room, these changes represent a yearly growth rate between 1.4 and 1.7 in reading and 1.4 to 1.5 in spelling (as measured by the tests).

Scores on the Roswell-Chall test of phonics indicate that, by the end of the program, students have greatly increased their knowledge of phonics elements. Results on the Botel Sight Word Reading test indicate that many children are not reading at their grade level, although gains have been made. It should be noted that, for many children, performance at "expected grade level" is not a realistic criterion. Many children with learning problems may never function at this level, even though they make significant progress in terms of their own ability and in terms of the severity of their problem).

A grade breakdown of the pretest and posttest scores is illustrated on the following pages by a series of line graphs. In each case, a movement of the curve to the right indicates an increase in score. When applicable the expected grade level for the children at the time of testing is indicated with a vertical line. These graphs reinforce the impressions stated above.

TABLE 23

MEAN PRE, POST AND CHANGE SCORES FOR THE DIAGNOSTIC READING TESTS

(Sample Children)

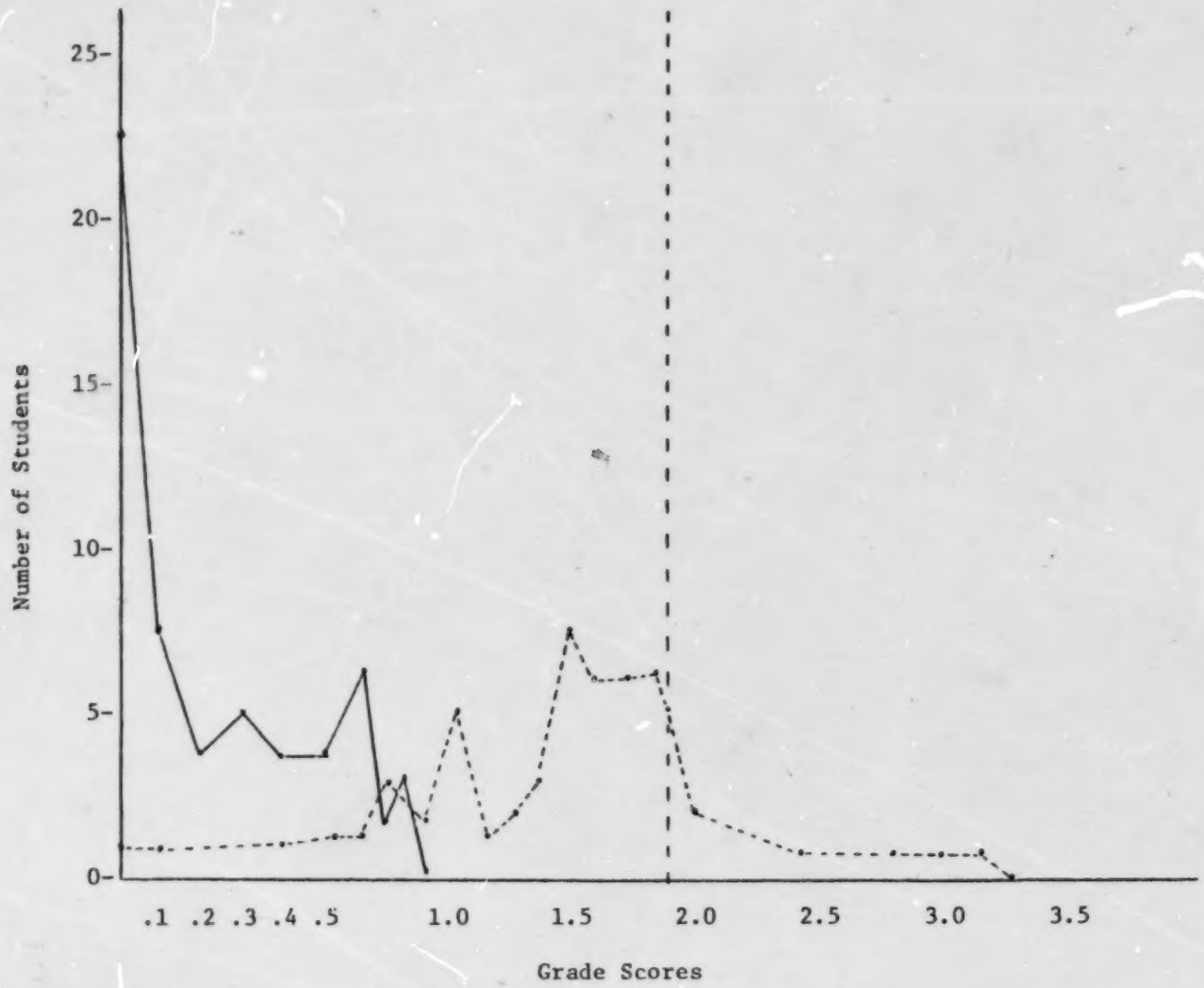
Tests	Grade 1			Grade 2			Grade 3			Grade 4		
	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
Schonell Reading Test (Grade Score)	0.25	1.44	1.19	1.31	2.59	1.28	2.34	3.27	0.93	3.11	4.13	1.02
Schonell Spelling Test (Grade Score)	0.34	1.43	1.09	1.13	2.51	1.38	2.19	3.04	0.85	2.91	3.87	0.96
Roswell Chall Phonics Test (Total Score)	23.27	50.44	27.17	41.67	67.20	25.53	59.20	71.50	12.30	67.44	74.16	6.75
Botel Sight Word Test (Reading Level)	<Pre-Primer	Pre-Primer		Pre-Primer	2nd[1] Reader		2nd[1] Reader	3rd[1] Reader		3rd[1] Reader	3rd[2] Reader	
	N=59			N=103			N=84			N=44		

[1] All change scores were significant at $p<.0001$

[2] It is not possible to compute a mean score for these tests, therefore the mode is given as the measure of central tendency. A score of 85% is considered necessary for competence at a given reading level.

SCHONELL READING TEST SCORES

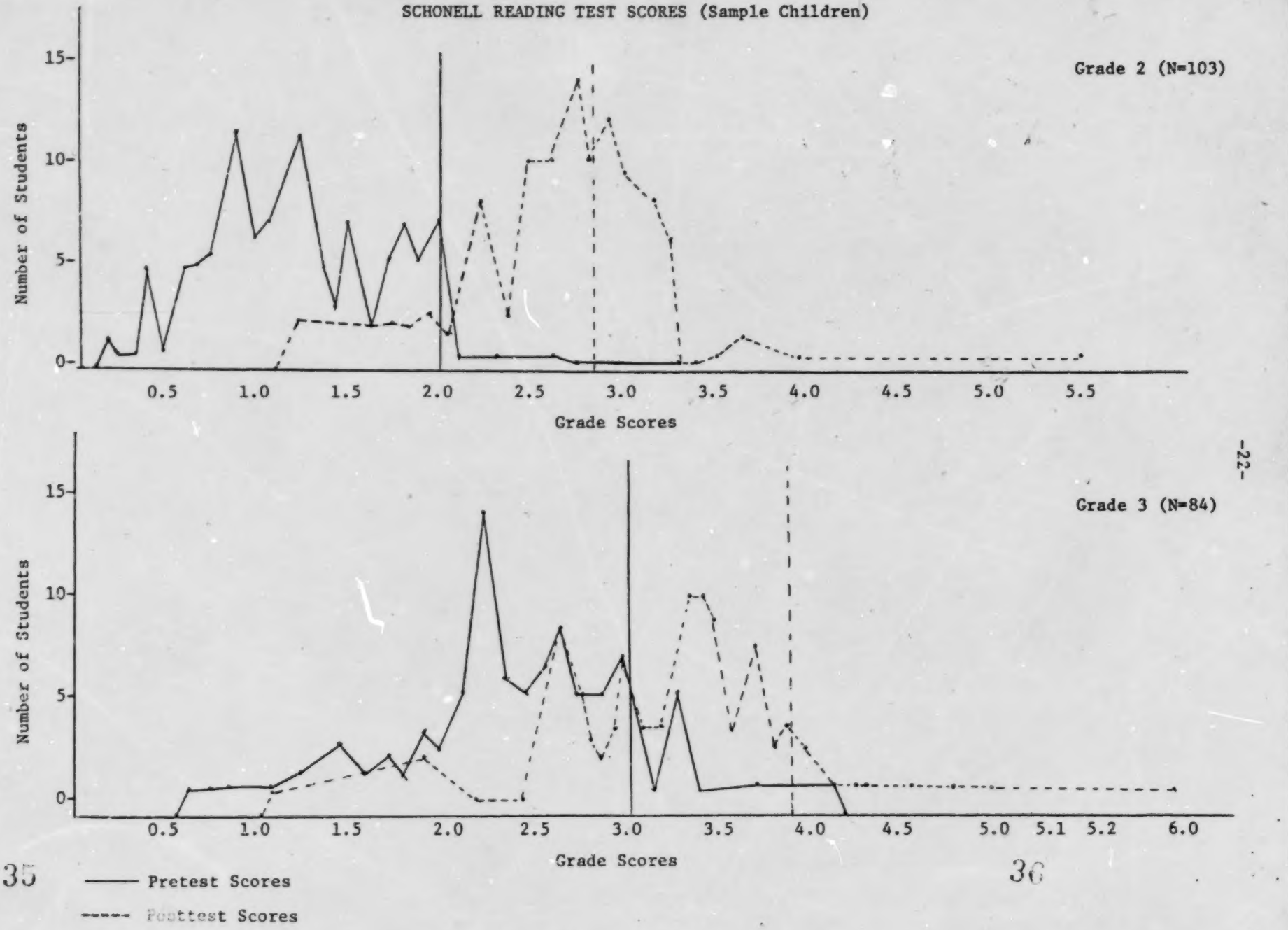
(Sample Children) Grade One (N=59)



——— Pretest Scores

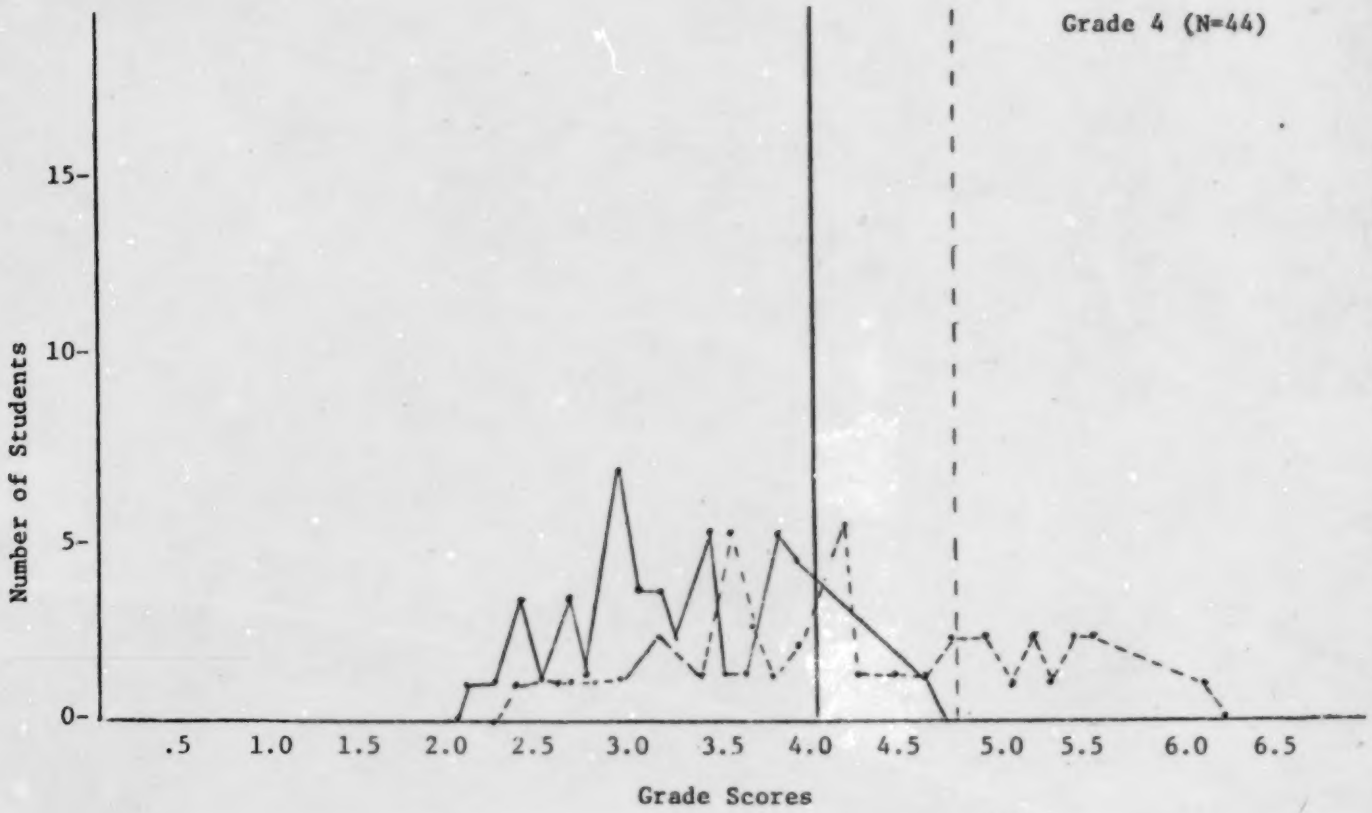
----- Posttest Scores

SCHONELL READING TEST SCORES (Sample Children)



SCHONELL READING TEST SCORES

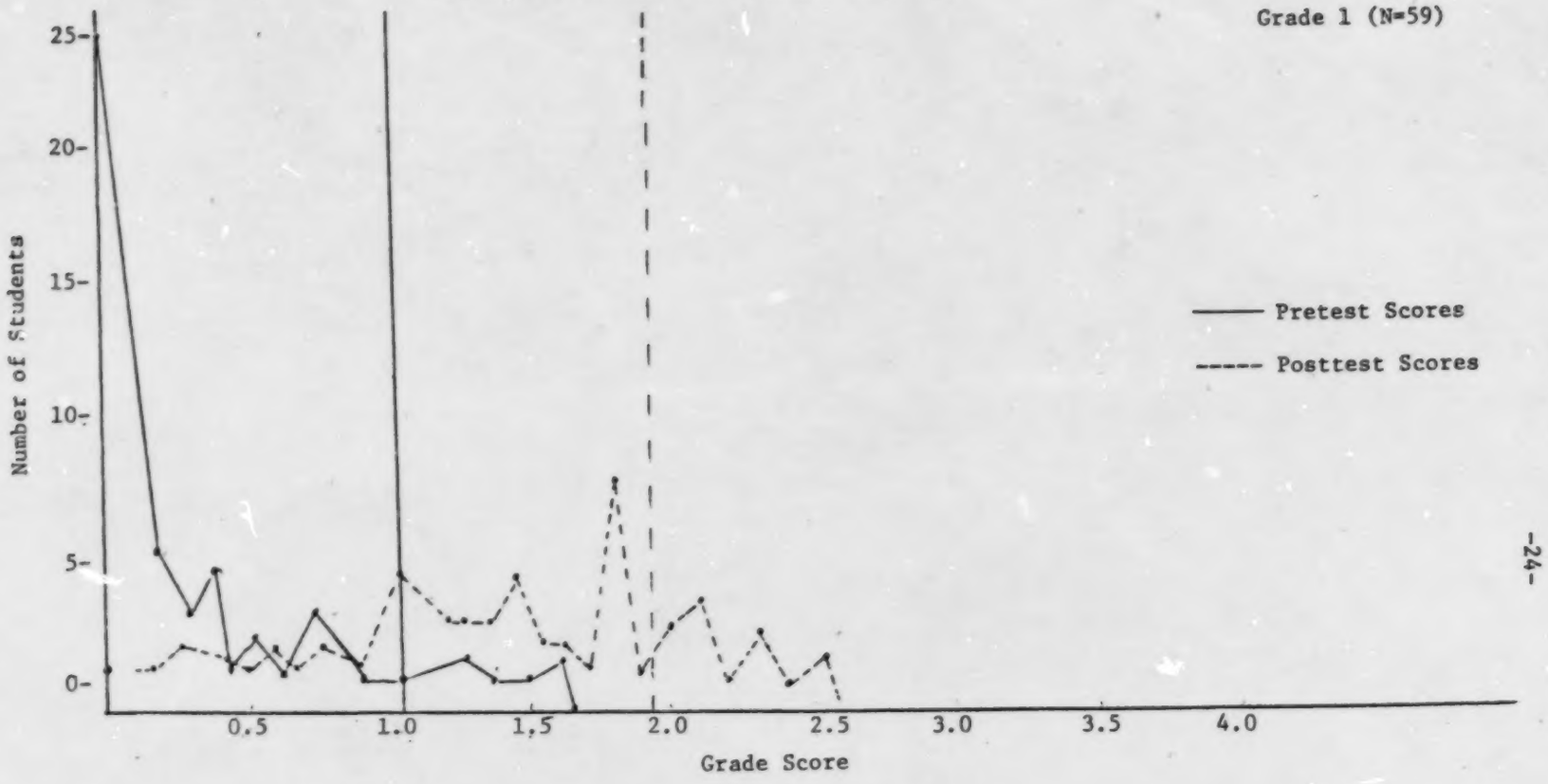
(Sample Children)

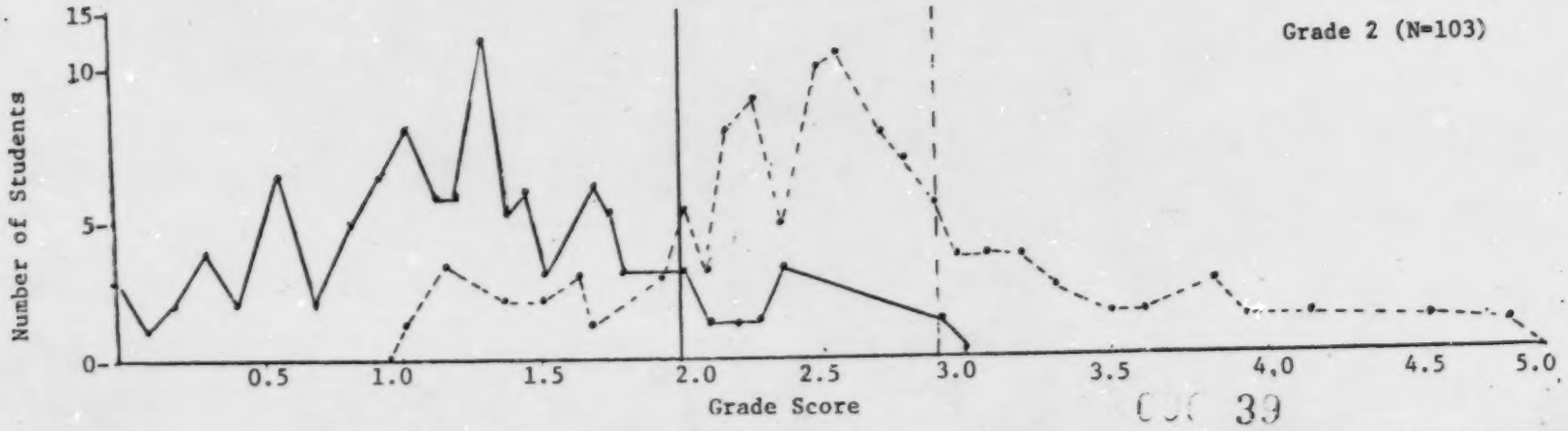


——— Pretest Scores

----- Posttest Scores

SCHONELL SPELLING TEST (Sample Children)





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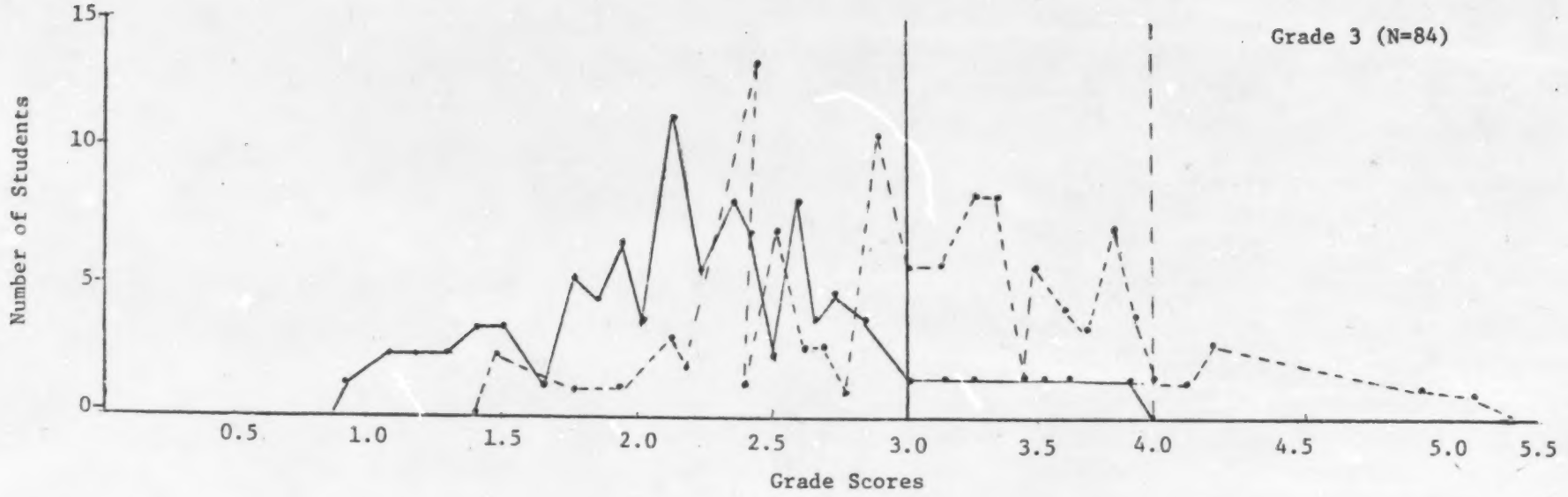
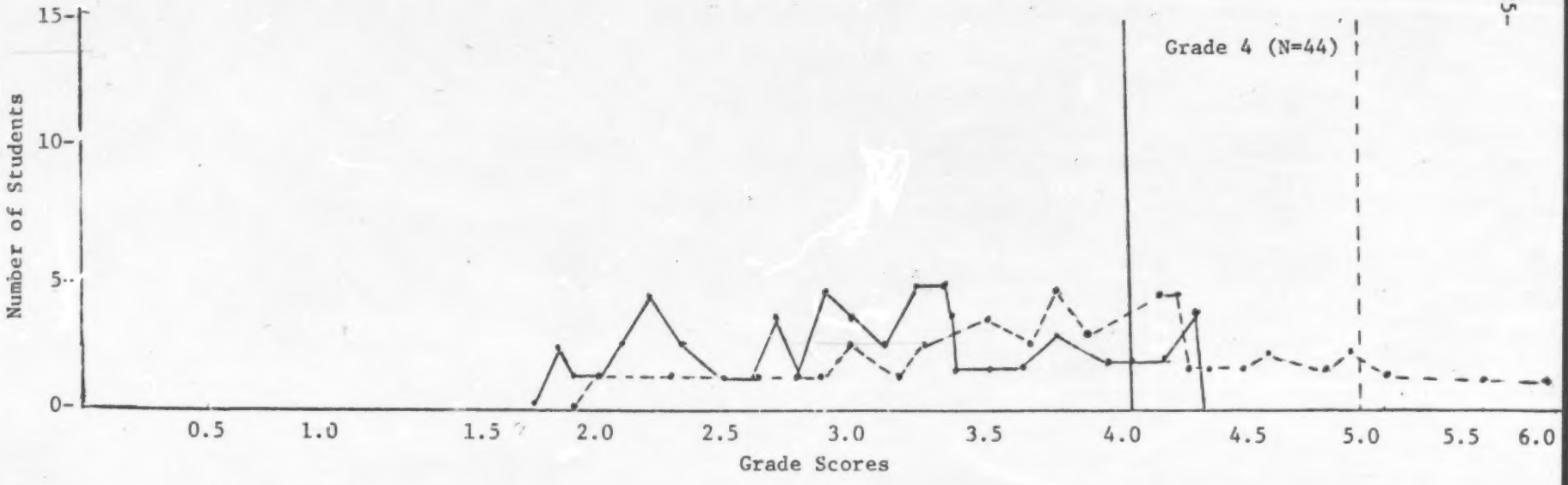
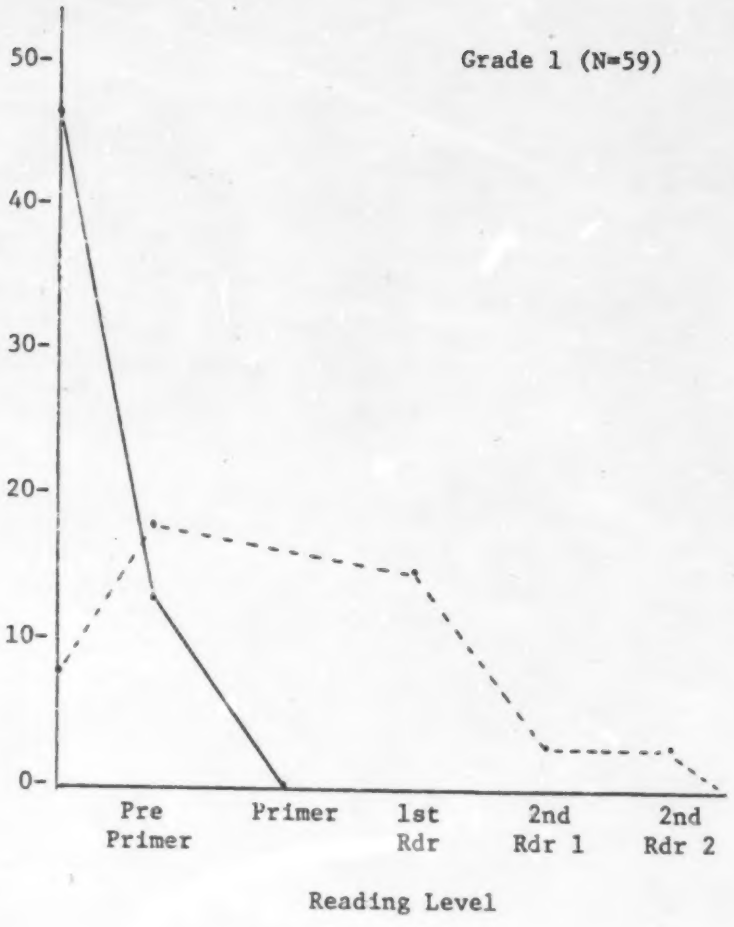
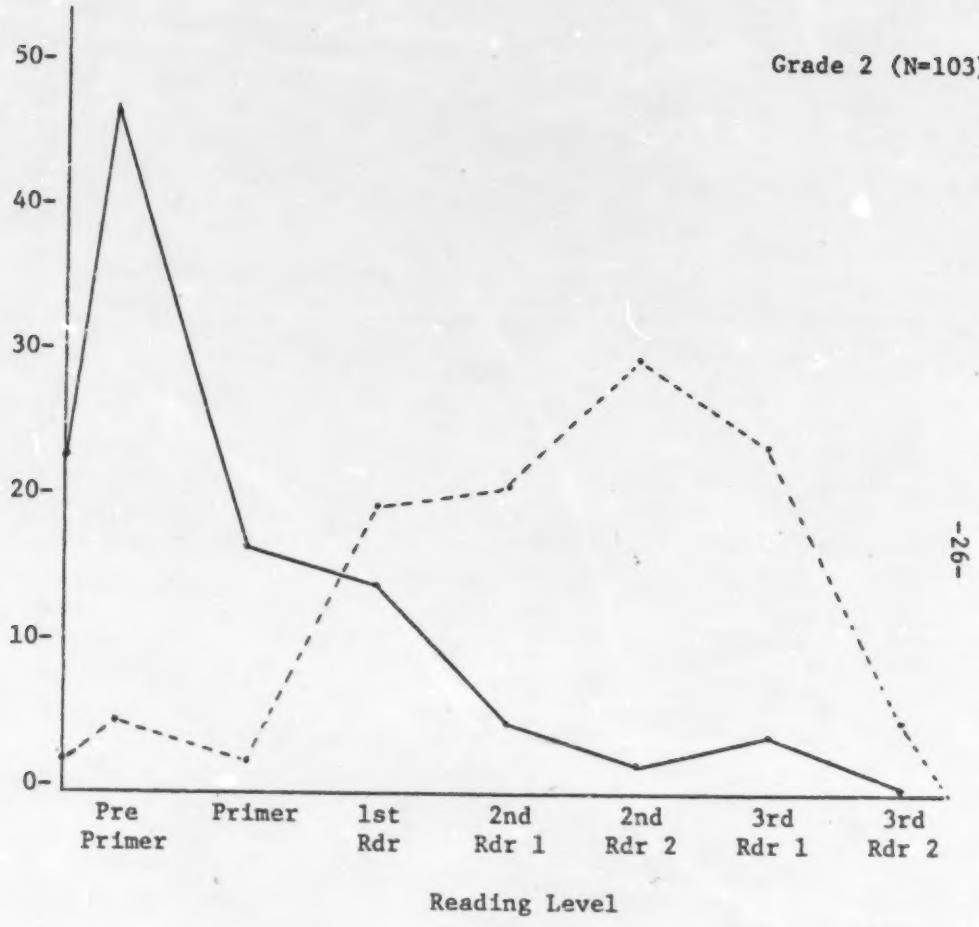




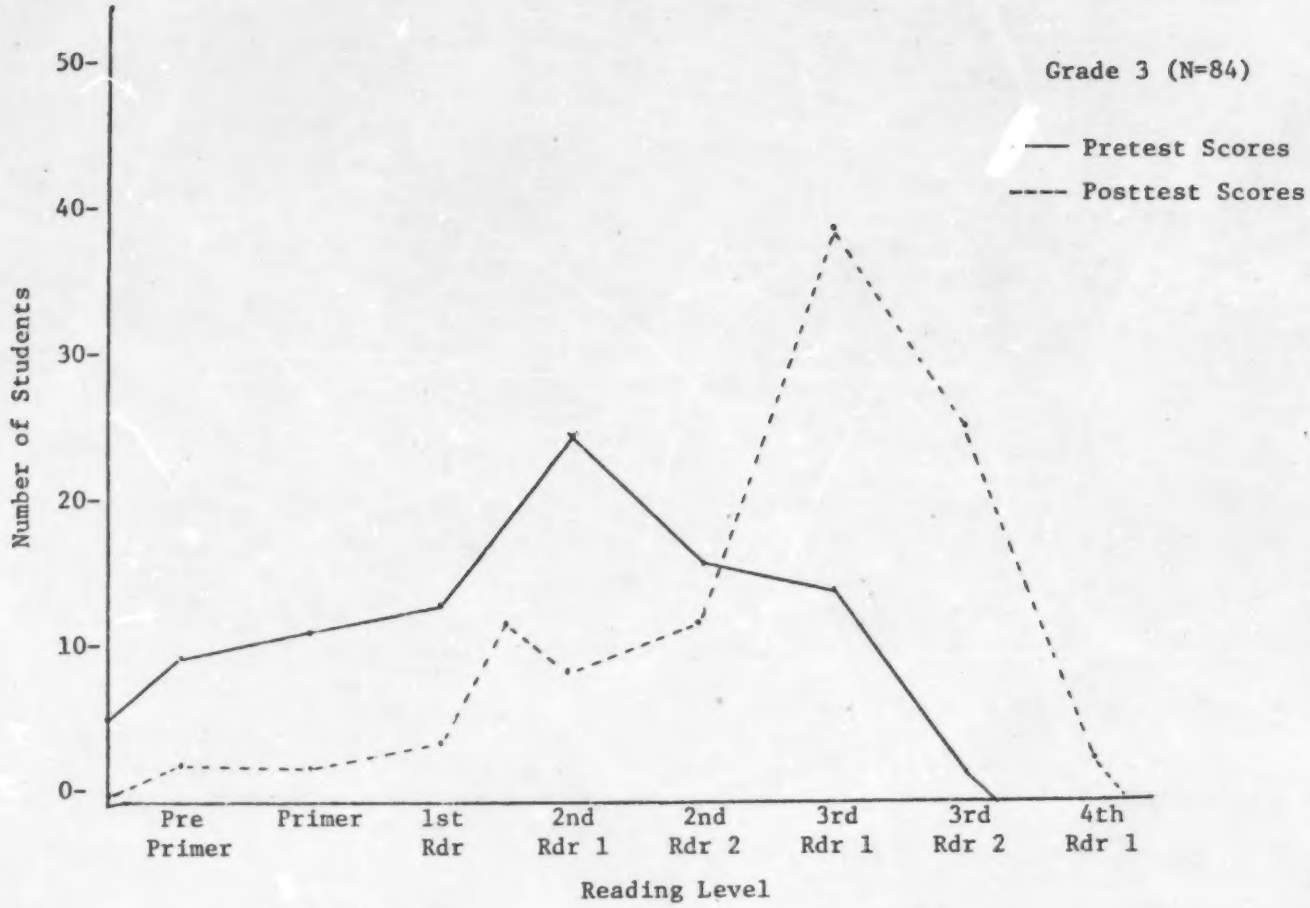
—— Prestest Scores
----- Posttest Scores

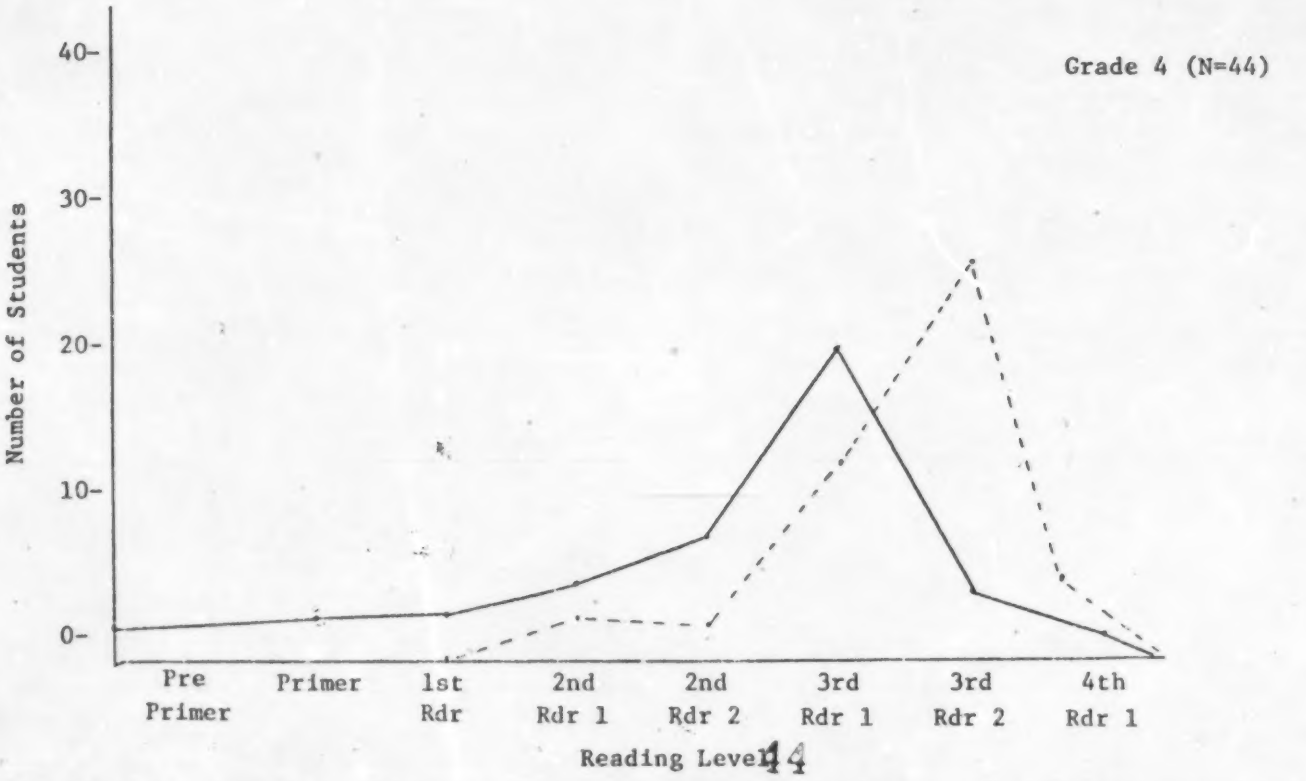
BOTEL SIGHT WORD INVENTORY





BOTEL SIGHT WORD INVENTORY





A series of t-tests were done on posttest scores obtained by children who have had one year or less of resource room time as compared to children who have had more than one year of resource room help. This analysis found no significant differences between posttest scores obtained by either group.

The pre and posttest results obtained by resource room children in all four grades are virtually identical in pattern and degree of change to those found for the sample students in previous years. This finding would seem to indicate that over the past three years resource room childrens' scores on a battery of diagnostic tests have consistently shown significant improvement.

2. Resource Room Teachers' Ratings

Three areas of language arts for which there were no appropriate objective tests were oral fluency, written language and comprehension skills. Resource room teachers were thus asked to give subjective estimates of each student's standing in relation to his/her potential at the beginning and the end of the program. The results of these ratings for the sample children are presented in Table 24.

In 1976-77 all of the changes in all grades were highly significant. In 1974-75 grade 4 children received the highest change ratings followed by grade 2 children. Grade 1 children, followed by grade 3 children received the lowest change ratings. Within skill areas, the greatest gains in written language were made by grade 2 children; in oral language the greatest gains were made by children in grades 2 and 4; in comprehension the greatest gains were made by grade 4 children. This year however, there was little difference in the ratings for the children in various grades and in different skill areas. In 1976-77 overall posttest ratings in oral language tend to be average, with comprehension and written language posttest scores slightly below average.

3. Classroom Teachers' Ratings of Reading/Language Arts Skills

To get an impression of the children's functioning in the classroom setting, classroom teachers rated the sample of children on a number of Reading/ Language Arts skills (see Table 25). Overall, they noted moderate positive change in all areas and in all grades. The greatest changes were reported in understanding of the sound-symbol relationship, sight vocabulary, oral reading and spelling and these ratings tended to be consistently high in all grades. These are exactly the same areas that were reported as changing the most by classroom teachers in previous years and they also tend to be the areas in which resource room teachers report having spent the most time (Table 8, page 7). Overall, children in Grade 1 and 2 tend to have changed more than those in Grades 3 and 4 but the differences between grades are small.

4. Classroom Teachers' Estimates of Grade Level

Classroom teachers were asked to give their subjective judgement as to the grade level at which the sample children were functioning in reading and general language arts at the end of the year. Responses to this question are outlined in Table 25.

TABLE 24

LANGUAGE ARTS PROGRESS CHART

(RESOURCE ROOM TEACHERS' RATINGS OF SAMPLE CHILDREN AT THE BEGINNING AND END OF THE 1976-77 PROGRAM)

	Grade 1			Grade 2			Grade 3			Grade 4			Total		
	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change
Oral Language (Fluency)	2.71	3.22	0.51	2.36	3.00	0.64	2.70	3.22	0.52	2.61	3.02	0.41	2.59	3.14	0.55
Written Language	1.96	2.62	0.66	1.87	2.61	0.74	2.04	2.70	2.66	2.02	2.52	0.50	1.97	2.66	0.69
Comprehension Skills	2.12	2.81	0.59	1.91	2.69	0.78	2.20	2.85	0.65	2.30	2.85	0.55	2.11	2.82	0.71
Overall Standing	1.58	2.25	0.67	1.70	2.42	0.72	1.94	2.46	0.52	1.82	2.32	0.50	1.76	2.39	0.53
	N = 56-60			N = 93-98			N = 78-82			N = 41-43			N = 258-273		

1. Teachers rated these items on a 5-point scale where 1 = Performance for Below Potential and 5 - Performance Optimal for Potential.

2. All change scores were significant beyond the .01 level.

3. The N given here is the minimum and maximum number of students included when computing the results for the different items. This convention is followed on subsequent tables.

TABLE 25

LANGUAGE ARTS PROGRESS CHART - CLASSROOM

(CLASSROOM TEACHERS' REPORTS OF CHANGE IN SAMPLE CHILDREN DURING THE 1976-77 RESOURCE ROOM PROGRAM)

Items	Grade 1	Grade 2	Grade 3	Grade 4	All Grades
Vocabulary	5.09	5.30	5.17	5.26	5.17
Oral Fluency	5.19	5.08	5.00	5.17	5.08
Clarity of Speech	4.88	4.79	4.94	4.83	4.82
Auditory Perception	5.35	5.21	5.31	5.03	5.11
Visual Perception	5.40	5.25	5.31	5.04	5.16
Sight Vocabulary	5.91	5.81	5.68	5.41	5.70
Understanding of Sound-Symbol Relationship	5.85	5.65	5.44	5.52	5.61
Spelling	5.53	5.53	5.29	5.12	5.40
Clarity of Printing/Writing	5.22	5.04	4.86	4.94	5.00
Fine Motor Coordination	5.12	4.92	5.16	5.08	4.94
Written Language	50.2	5.22	5.03	4.97	5.10
Oral Reading Ability	5.70	5.66	5.37	5.37	5.55
Determining Sequence of Events	5.14	5.00	5.21	4.88	5.04
Comprehension Skills	5.21	5.03	5.11	5.21	5.10
Ability to Follow Directions	5.27	5.07	4.98	5.09	5.08
	N = 57-60	N = 92-98	N = 74-78	N = 28-35	N = 250-271

In each case the scale used ranges from 1-7 where 1 represents regression and 7 represents improvement. Therefore a higher number indicates a more positive change.

Teachers rated the children in approximately the ninth month of school. Their mean ratings for Grade 1, 2 and 3 children are just below expected grade level, whereas the means are a full year below that expected. This may be an indication that many of those in Grade 4 are still working at a level much below that of the rest of the class.

The range of scores given here indicates that, while the mean grade level is lower than that expected, some students were working at a level considerably above that expected in their grade. (What is presented is the average level for each group.)

TABLE 26

CLASSROOM TEACHER'S ESTIMATES OF READING AND LANGUAGE ABILITY AT THE END OF 1976-77
(Sample Children)

Subject Area		Estimated Grade Level At Which Children Are Functioning			
		Grade 1	Grade 2	Grade 3	Grade 4
Reading Ability	Mean	1.44	2.29	3.14	3.88
	Range	0-5.0	0-3.9	1.0-5.0	0.4-5.0
	N	60	99	77	35
Language Skills	Mean	1.33	2.19	3.05	3.83
	Range	0-2.5	0-3.0	0-5.0	0.3-5.0
	N	58	98	76	35

B. Attitude and Behavior Change

Both classroom and resource room teachers rated the sample children on a number of attitude and behavior items. Resource room teachers rated the children as part of their standard pre and posttesting procedures. At the end of the year, classroom teachers gave a subjective estimate of amount of change noted in the same areas during the time the child was in the resource room.

1. Resource Room Teachers' Ratings

Resource Room teachers' ratings of attitudes and behavior indicated positive and significant changes in all grades and almost all areas. As in previous years the most change was reported in areas reflecting self-concept, with the least change in classroom behavior items (see Table 27). The most consistent changes occurred in Grade 2, with changes in Grade 4 being least significant. Over all grades, the largest changes reported were in the areas of: 'enjoys coming to the Resource Room', 'confident of ability to succeed in Resource Room activities', 'positive self-concept', 'feels successful at school' and 'likes to read'.

TABLE 27

ATTITUDE AND BEHAVIOR - RESOURCE ROOM

(Resource Room Teachers' Ratings of Sample Children at the Beginning and End of the 1976-77 Program)

Item	Grade 1			Grade 2			Grade 3			Grade 4			Total		
	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change	Pre Test	Post Test	Change
Happy at School	3.28	3.60	0.32***	3.18	3.72	0.54	3.28	3.82	0.54	3.28	3.73	0.45**	3.24	3.73	0.49
Enjoys coming to RR	3.58	4.02	0.44	3.42	3.99	0.57	3.39	3.89	0.50	3.49	3.92	0.43**	3.46	3.96	0.50
Confident of ability to succeed in RR activities	3.01	3.70	0.69	2.90	3.67	0.77	3.06	3.76	0.70	3.05	3.73	0.68	3.00	3.72	0.72
Positive Self-Concept	2.89	3.61	0.72	2.75	3.37	0.62	2.86	3.43	0.57	2.81	3.26	0.45**	2.83	3.41	0.58
Feels successful at school	2.91	3.33	0.42	2.68	3.30	0.62	2.92	3.41	0.59	2.74	3.35	0.61	3.79	3.36	0.58
Plays well with other children	3.07	3.43	0.36	3.13	3.52	0.39	3.19	3.68	0.49	3.19	3.47	0.28**	3.15	3.56	0.42
Cooperates with others when working in a group	3.05	3.31	0.26**	3.19	3.58	0.39	3.22	3.71	0.49	3.46	3.55	*NS 0.09	3.18	3.58	0.41
Good attention span	2.54	2.91	0.37***	2.46	3.04	0.58	2.66	3.20	0.54	2.69	3.09	0.40	2.58	3.10	0.52
Disruptive[2]	3.64	3.76	NS 0.12	3.88	4.06	0.18*	3.87	4.06	0.19*	3.95	4.11	NS 0.16	3.84	4.04	0.20
Attention Seeking[2]	3.42	3.51	NS 0.09	3.58	3.77	0.19**	3.46	3.75	0.29	3.79	4.09	0.30*	3.56	3.80	0.24
Withdrawn, shy[2]	3.59	3.68	NS 0.09	3.19	3.71	0.53	3.30	3.58	0.28**	3.67	3.80	NS 0.13	3.38	3.67	0.28
Follows directions well	2.73	3.01	0.28**	2.63	3.07	0.44	2.81	3.34	0.53	2.77	3.26	0.49	2.73	3.20	0.46
Cooperates with RR teacher	3.46	3.97	0.51	3.52	4.00	0.49	3.51	3.99	0.48	3.79	4.09	0.30**	3.56	5.03	0.47
Likes to read	2.63	3.11	0.48	2.70	3.50	0.80	2.70	3.42	0.82	2.91	3.29	0.47	2.71	3.37	0.66
	N = 56-61			N = 91-100			N = 77-82			N = 40-43			N = 265-277		

1. Unless noted otherwise all change scores are significant at the .0001 level *p<.05 ** p<.01 *** p<.001 NS not significant

2. For these items, the scale has been revised so that for all items 1 describes negative behavior and 5 describes positive behavior.

2. Classroom Teachers' Ratings

Classroom teachers rated the sample children on a 7 point scale which ranged from 1, "performance regressed very much" to 7, "performance improved a great deal", with 4 indicating "no change". The mean change ratings are presented below in Table 28.

Classroom teachers' ratings indicated that there was moderate positive change in all of the areas mentioned, although generally, the average change was not very high. Like those from resource room teachers, classroom teachers' ratings indicated the most change in self-concept and attitude items and in liking to read. Unlike the resource room teachers' ratings, those of the classroom teachers seem to vary little across grades. Changes tend to be less in higher grades, but the differences between grades are small.

Table 29 compared the resource room and classroom ratings on the major groups of items. Although it is difficult to compare ratings on the two different scale, this table indicated that both types of teachers felt that the most positive changes occurred in the self-concept attitude area and in liking to read. These results are similar to those obtained in previous years.

3. Piers-Harris Children's Self Concept Scale

An assessment of resource room students' self-concepts, using the Piers-Harris Children's Self Concept Scale, was done on a pre and posttest basis with a sample of 125 resource room children from grades 3 and 4. The difference between the pre and posttest percentiles for these 125 children was 4.85, which is significant at the .05 level.

Self-concept ratings given by the resource room teachers were not significantly correlated with the Piers-Harris results.

TABLE 28

ATTITUDE AND BEHAVIOR - CLASSROOM
(Classroom Teacher's Reports of Change in Sample Children)

Items[1]	Grade 1	Grade 2	Grade 3	Grade 4	Totals
Happy at School	5.50	5.15	5.14	5.27	5.21
Enjoys Going to the Resource Room	6.15	5.71	5.72	5.88	5.82
Confident of Ability to Succeed in Classroom Work and Activities	5.51	5.34	5.04	5.23	5.26
Positive Self-Concept	5.33	5.22	5.00	5.25	5.17
Feels Successful at School	5.30	5.24	4.92	5.10	5.13
Plays Well With Other Children	4.97	4.78	4.95	5.16	4.92
Cooperates With Others When Working in a Group	5.11	4.89	4.92	5.08	4.95
Good Attention Span in Class	4.78	4.86	4.60	4.96	4.77
Disruptive	4.46	4.55	4.39	4.47	4.50
Attention Seeking	4.54	4.59	4.48	4.28	4.42
Withdrawn, Shy	4.67	5.04	4.72	4.92	4.88
Follows Directions Well	4.79	4.97	4.76	4.89	4.86
Cooperates With Classroom Teacher	5.42	5.39	5.11	5.23	5.29
Likes to Read	5.49	5.45	4.97	5.30	5.31
N =	31-48	60-90	46-71	21-30	232-249

[1]Teachers rated these items on a 7 point scale where 1 = Performance Regressed Very Much, 7 = Performance Improved a Great Deal, and 4 = No Change.

TABLE 29

SUMMARY OF RESOURCE ROOM AND CLASSROOM TEACHERS' ATTITUDE AND BEHAVIOR RATINGS
(Sample Children)

Items	Resource Room Teachers' Ratings			Classroom Teachers' Assessment of Change
	Pre	Post	Change	
Self-Concept/Attitude (1-5)	3.26	3.64	0.57	5.19
Peer Relations (6-7)	3.17	3.57	0.42	4.85
Classroom Behavior (8-13)	3.28	3.81	0.36	4.48
Likes to Read (14)	2.71	3.37	0.66	5.31
	N = 265-277			N = 232-249

C. Parents' Ratings of Change

Parents tended to perceive positive change in their children's reading/language arts skills, attitudes and behavior (refer to Table 30). For each of the language arts skills listed, approximately 75% of the parents indicated that their children had improved "somewhat" or "very much". Increases in amount of reading, and fluency of oral language were noted by 76% and 78% of parents, respectively. Less pronounced positive change was noted by a majority of parents in enjoyment of reading, happiness about school and willingness to go to school. Childrens' general self-confidence, as perceived by parents, appeared to have improved in 74% of the cases. This pattern of results with one exception, is similar to that reported by parents in previous years. However, enjoyment of reading improved in 71% of the cases in 1976-77 as compared to only 67% of cases in 1975-76.

The most common factor to which parents attributed change in their children's behavior was the resource room teacher and/or program (see Table 31). These responses are similar to those given by parents in the 1975-76 evaluation.

TABLE 30

PARENTS' ASSESSMENT OF AMOUNT OF CHANGE IN THEIR CHILDREN DURING 1976-77
(Sample Children)

Category	Mean	Much Better	Somewhat Better	No Change	Somewhat Worse	Much Worse	Don't Know
Amount of Reading Done At Home	3.95	52 28.10%	88 47.56%	35 18.91%	6 3.24%	3 1.62%	1 0.54%
Spelling On Work Brought Home	4.36	54 29.34%	81 44.02%	24 13.04%	2 1.08%	1 0.54%	22 11.95%
Neatness of Written or Printed Work	2.42	60 32.78%	81 44.26%	31 16.93%	4 2.18%	0 0.0%	7 3.82%
Oral Language: Ability to Express Thoughts and Ideas	4.18	77 42.54%	65 35.91%	36 19.88%	1 0.55%	0 0.0%	2 1.10%
General Self-Confidence	4.05	50 27.17%	86 46.73%	36 19.56%	7 3.80%	0 0.0%	5 2.71%
Willingness to go to School	3.64	41 22.52%	45 24.86%	84 46.15%	10 5.43%	1 0.54%	1 0.54%
Happiness About School	3.66	38 20.87%	56 30.76%	75 41.20%	9 4,94%	4 2.19%	1 0.54%
Enjoyment of Reading	4.11	66 36.06%	64 34.97%	21 11.47%	9 4.91%	2 1.09%	21 11.47%

N = 182-185

In each case the scale used ranges from 1 - 5 where 5 represents "a great deal of positive change" and 1 represents "a great deal of negative change". Therefore a higher number indicates a more positive change.

TABLE 31

FACTORS GIVEN BY PARENTS AS CAUSE OF CHANGES IN BEHAVIOR OF CHILDREN
(Sample Children)

Category	Number	Percentage
Resource Room Teacher or Program	44	62.85%
Classroom Teacher	3	4.28%
Both Resource Room and Classroom Teacher	1	1.42%
Maturation	8	11.42%
Different Environment	3	4.28%
Other	2	2.85%
Resource Room and Other Factors (NOT classroom)	4	5.71%
Better Reading (Cause of better reading not given)	6	8.57%
	N=70	100%

Another open-ended question asked parents to indicate examples of changes they had observed in their children's behavior. Table 32 categorizes the responses and shows that changes mentioned were predominantly positive and fell into five main categories: liking to read and/or more spontaneous reading, better reading and/or language arts ability, increased self-confidence, better attitude toward school and greater happiness or sociability. These results closely parallel those of the 1975-76 evaluation.

TABLE 32

TYPES OF CHANGE IN BEHAVIOR OF CHILDREN NOTED BY PARENTS
(Sample Children)

Category	Positive Change	Negative Change
Attitude Toward School	30 (16.2%)	1 (0.5%)
Reading, Language Arts Ability	24 (13.0%)	0 (0.0%)
Self Confidence	39 (21.1%)	0 (0.0%)
Spontaneous Reading/Likes Reading	22 (11.9%)	0 (0.0%)
Social, Happy	15 (8.1%)	0 (0.0%)
Progress in Other Subjects	1 (0.5%)	0 (0.0%)
Other	2 (1.1%)	1 (0.5%)

N = 185

D. Number of Children Graduating from the Program

Table 33 gives a breakdown of the number of children in the Resource Room in the sample schools during 1976-77 and their movement during the year. A total of 2314 children were enrolled in the program in the 60 schools. Of these, 9.8% transferred into other schools and 5.2% were withdrawn from the program for other reasons (e.g., special class placement or continued lack of improvement). During the school term, 401 students (17.3%) were considered to have improved sufficiently to return to regular programs.

In the 60 sample schools there has been an increase of approximately 100 children in the Resource Room program each year since it began in 1973. In the first two years, 12% were considered to have improved enough to return to regular classes. In 1975-76, almost 15% were returned, while in 1976-77, over 17% were returned. The percentages of children who moved, etc. has remained fairly consistent over time.

TABLE 33

ENROLLMENT DATA: NUMBER AND PLACEMENT OF STUDENTS
(Sample Schools)

Number of Boys and Girls Who:	Sex	Grade 1	Grade 2	Grade 3	Grade 4	Total All Grades	% Of Grand Total
a) are now in Resource Room program	Boys	257 (16.48%)	316 (20.26%	242 (15.52%)	162 (10.39%)	977 (12.66%)	2.22%
	Girls	158 (10.13%)	173 (11.09%)	154 (9.87%)	97 (6.22%)	582 (37.33%)	25.15%
	Total	415 (26.61%	489 (31.36%)	396 (25.4%)	259 (16.61%)	1559 (100%)	67.37%
b) have improved enough to return to regular program	Boys	30 (7.48%)	107 (26.68%)	63 (15.71%)	46 (11.47%)	246 (61.34%)	10.63%
	Girls	24 (5.98%)	69 (17.20%)	34 (8.47%)	28 (6.98%)	155 (38.65%)	6.69%
	Total	54 (13.46%)	176 (43.89%)	97 (24.18%)	74 (18.45%)	401 (100%)	17.32%
c) have transferred from the resource room into i) another school with a Resource Room	Boys	8 (8.33%)	24 (25.0%)	12 (12.5%)	9 (9.37%)	53 (55.2%)	2.29%
	Girls	7 (7.29%)	10 (10.41%)	16 (16.67%)	10 (10.41%)	43 (44.79%)	1.85%
	Total	15 (15.62%)	34 (35.41%)	28 (29.16%)	19 (19.79%)	96 (100%)	4.14%
ii) a school without a Resource Room or to another school system	Boys	18 (13.74%)	33 (25.19%)	21 (16.23%)	11 (8.39%)	83 (63.35%)	3.58%
	Girls	8 (6.1%)	21 (16.03%)	13 (9.92%)	6 (4.58%)	48 (36.64%)	2.07%
	Total	26 (19.84%)	54 (41.22%)	34 (25.95%)	17 (12.97%)	131 (100%)	5.65%
d) have been withdrawn from Resource Room program for other reasons	Boys	13 (10,83%)	19 (15.83%)	15 (12.5%)	40 (33.33%)	87 (72.5%)	3.75%
	Girls	10 (8.33%)	9 (7.50%)	1 (0.83%)	13 (10.83%)	33 (27.5%)	1.42%
	Total	23 (19.16%)	28 (23.33%)	16 (13.33%)	53 (44.16%)	120 (100%)	5.17%
e) are now in grade 5 or 6 but have been accommodated in the Resource Room program	Boys	-	-	-	-	31 (72.09%)	1.33%
	Girls	-	-	-	-	12 (27.9%)	0.51%
	Total	-	-	-	-	43 (100%)	1.84%
f) have transferred into your program from another Resource Room (subtract for total enrollment)	Boys	4 (10.52%)	11 (28.84%)	6 (15.78%)	2 (5.26%)	23 (60.52%)	0.99%
	Girls	2 (5.26%)	7 (18.42%)	3 (7.89%)	3 (7.89%)	15 (39.47%)	0.64%
	Total	6 (15.78%)	18 (47.36%)	9 (23.68%)	5 (13.15%)	38 (100%)	1.63%
g) have transferred into your school in order to receive Resource Room help	Boys	-	-	-	1 (50.0%)	1 (50.0%)	0.04%
	Girls	-	-	1 (50.0%)	-	1 (50.0%)	0.04%
	Total	-	-	1 (50.0%)	1 (50.0%)	2 (100%)	0.08%
TOTAL OF EACH GRADE	Boys	322 (22.13%)	488 (33.53%)	347 (23.84%)	267 (18.35%)	Grades 5 & 6: 31 (2.13%) / 1455 (62.88%)	2314 (100%)
	Girls	205 (23.86%)	275 (32.01%)	216 (25.14%)	151 (17.57%)	12 (1.39%) / 859 (37.12%)	

TABLE 34

RECOMMENDED PLACEMENT FOR SAMPLE CHILDREN IN 1976-77

Category		Resource Room Teacher	Classroom Teacher
Remain in Resource Room	Pass	131 (44.1%)	137 (46.1%)
	Repeat Grade	26 (8.8%)	31 (10.4%)
Return(ed) To Regular Program	Pass	102 (34.3%)	84 (28.3%)
	Repeat Grade	11 (3.7%)	7 (2.4%)
Special Class Placement		6 (2.0%)	13 (4.4%)
Other		7 (2.4%)	3 (1.0%)
		N = 283	N = 275

V. GENERAL IMPRESSIONS, COMMENTS AND SUGGESTIONS

A. Principals

During the first two years of the Resource Room project evaluation, a sample of principals was interviewed in order to obtain their general impressions of the program. However, in 1975-76, and again in 1976-77, a questionnaire was used to obtain this information from all principals involved in the sample of 60 schools. Forty-three questionnaires were returned.

Principals were asked what proportion of their school population needed resource room help (and fit the criteria). Table 35 indicates that the principals felt that approximately 17.6% of their total school population needed this type of help (largely children enrolled in Grades 1 to 4).

TABLE 35

PRINCIPALS' ESTIMATES OF THE PERCENTAGE OF SCHOOL POPULATION NEEDING RESOURCE ROOM HELP

Grade	Percentage of Total School Population
1	3.4%
2	3.6%
3	3.1%
4	2.7%
5	2.4%
6	2.3%
Total (All Grades)	17.6%)

N = 43

The majority of principals (93%) felt that the resource room program was most effective at the Grade 2 level. Fifty-one percent saw it as most effective at the Grade 1 level, 37% at the Grade 3 level, and 5% at the Grade 4 level. Four principals were aware of students not wanting to go to the resource room. Five children were involved and reasons varied from missing regular classes to children perceiving the resource room as a form of punishment to parents objecting to having children placed in the resource room.

The principals were asked about their overall impressions of the integration of the resource room programs into their schools. Sixty-five percent of the principals reported a considerable amount of coordination between classroom and resource room programs. In their opinion, resource room teacher and classroom teacher cooperation was high. They also note that other teachers in their schools have been influenced by resource room methods and materials.

The use of substitute teacher time was also examined in this questionnaire. Eighty-four percent of the principals reported that their resource room teachers used sub-time for formal conferences (the average number of conferences per teacher was 2.5). These conferences were thought to be useful by the majority of the principals.

Principals were also questioned about the adequacy of the amount of specialist help provided. Most (81%) replied that they had had sufficient help. Seventy-five percent felt that they would need the same amount of help in the future while 22.5% felt they would need more. Only one principal felt that less help would be needed.

The principals were asked about their impressions of parents' attitudes toward the Resource Room program. All of the principals felt that parental attitudes were generally positive, noting that parents seemed to appreciate the extra assistance and support given to their children. Several principals mentioned that amny parents view the resource room program as an essential element in the school.

Generally, the principals feel that children's achievement levels have improved since the inception of the resource room program four years ago. However, they observed that this is a difficult question to answer, as so many other variables are involved.

B. Classroom Teachers

When classroom teachers were asked whether or not they would recommend continuation of the program, 90.9% replied that they would definitely recommend continuation and 7.2% recommended continuation with some modifications (see Table 36). As compared to replies obtained in previous years, these responses indicate that more teachers would recommend continuation of the program with fewer changes advocated.

TABLE 36

CLASSROOM TEACHERS RESPONSES TO THE QUESTION
"WOULD YOU RECOMMEND CONTINUATION OF THE RESOURCE ROOM PROGRAM?"

Response	Number	Percentage
Yes, definitely	239	90.9%
Yes, with some modifications	19	7.2%
Yes, but with major modifications	4	1.5%
No, would not recommend continuation	0	0.0%

N=263

The spontaneous comments made by classroom teachers indicated general support for the program, with 25% spontaneously commending the program or the teacher. The most common negative response was the need for program changes and the need for more communication or integration between the resource room and classroom programs (see Table 37). However it is significant that there were fewer comments of this nature for 1976-77, i.e., 10% of classroom teachers in 1974-75, 2% in 1975-76 and 1% in 1976-77.

Seventeen of the 1976-77 classroom teachers spontaneously recommended expansion of the program, as compared to seven teachers from the previous year.

TABLE 37

SPONTANEOUS COMMENTS MADE BY CLASSROOM TEACHERS

Comment	Positive Response	Negative Response
Good Program	50 (18.9%)	0 (0.0%)
Have Noted Improvement in Students	12 (4.5%)	1 (2.4%)
Good Teacher	16 (6.0%)	1 (0.4%)
Recommend Expansion of Program	17 (6.4%)	0 (0.0%)
Recommend Changes	1 (0.4%)	6 (2.3%)
Communication/Integration With Resource Room	1 (0.4%)	3 (1.1%)
Increased Awareness of Materials and Methods	0 (0.0%)	2 (0.8%)
Other	0 (0.0%)	1 (0.4%)

N = 265

C. Parents

A high degree of parental interest in and support for the Resource Room program can be inferred from several aspects of the parents' responses. First, of the 300 questionnaires sent, 183 (61%) were returned, a very high return rate for mail reply questionnaires. Secondly, 168 (91.8%) parents indicated that they would like their child to remain in the program next year if the teacher thought it best. Six (3.3%) of the parents said they did not wish their child to continue and four (2%) replied that they did not know. Finally, 19% of those returning the questionnaire wrote spontaneous comments of praise or appreciation for the program.